

Gardner-Webb

UNIVERSITY



1993-94

Undergraduate Catalog

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1993-94

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Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

Gardner-Webb

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Gardner-Webb University is committed to equality of opportunity in all areas of education and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, sex, age, or handicap.

Book rate postage paid at Boiling Springs, N.C. 28017.



Calendar

Fall Semester 1993

August 17-18 (Tues-Wed)	Faculty Workshop
August 21 (Saturday)	Arrival of All New Students
August 23 (Monday)	Arrival of Returning and Readmitted Students; Students see Advisers as Needed
August 24 (Tuesday)	Registration; Schedule Correction
August 25 (Wednesday)	Classes Begin at 8:00 a.m.
August 30 (Monday)	GOAL and Graduate Classes Begin
August 31 (Tuesday)	Fall Convocation; Last Day for Late Registration; Last Day for Schedule Modification
October 9 (Saturday)	Homecoming
October 14-15 (Thurs-Fri)	Mid-Semester Reports
October 15 (Friday)	Fall Break Begins After Classes
October 20 (Wednesday)	Classes Resume at 8:00 a.m.
November 24 (Wednesday)	Thanksgiving Holiday Begins After Classes
November 29 (Monday)	Classes Resume at 8:00 a.m.
December 10 (Friday)	Last Day of Classes
December 13-18 (Mon-Sat)	Examinations

Spring Semester 1994

January 10 (Monday)	Orientation for New Students; Residential Students Return; Students See Advisers as needed
January 11 (Tuesday)	Registration; Schedule Correction
January 12 (Wednesday)	Classes Begin at 8:00 a.m.
January 17 (Monday)	GOAL and Graduate Classes Begin
January 18 (Tuesday)	Last Day for Late Registration; Last Day for Schedule Modification
March 3-4 (Thurs-Fri)	Mid-Semester Reports
March 4 (Friday)	Spring Vacation Begins After Classes
March 14 (Monday)	Classes Resume at 8:00 a.m.
April 1 (Friday)	Easter Vacation Begins After Classes
April 5 (Tuesday)	Classes Resume at 8:00 a.m.
May 4 (Wednesday)	Last Day of Classes
May 5 (Thursday)	Reading Day
May 6-12 (Fri-Thurs)	Examinations (Including Saturday Exams)
May 14 (Saturday)	Commencement

Summer School 1994

First Term: May 25 - June 28

May 25 (Wednesday)

May 26 (Thursday)

June 27 (Monday)

June 28 (Tuesday)

Registration

Classes Begin

Last Day of Classes

Examinations

Second Term: June 29 - August 6

June 29 (Wednesday)

June 30 (Thursday)

August 1 (Monday)

August 2 (Tuesday)

August 6 (Saturday)

Registration

Classes Begin

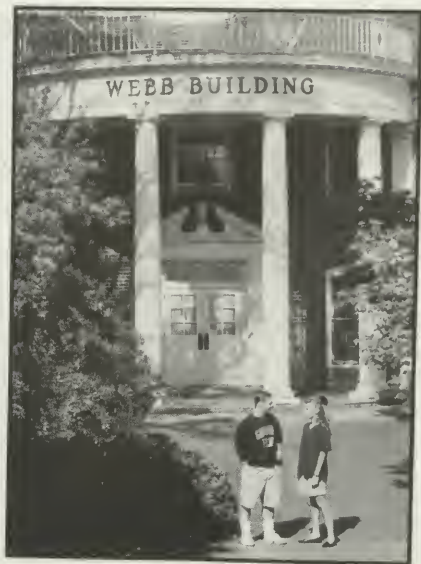
Last Day of Classes

Examinations

Commencement

Faculty Workshop 1994

August 16-17 (Tues-Wed)



Introduction to Gardner-Webb

Gardner-Webb University is a coeducational, residential, church-related university on a beautiful campus just outside Shelby at Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife, Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

Location

Gardner-Webb University is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 20,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina.

Gardner-Webb is easily accessible, being located only three miles from U.S. 74 and thirteen miles from Interstate 85. Less than one hour from campus are the Smoky Mountains with many recreational opportunities. Gardner-Webb University enjoys the lifestyle of a relatively small institution yet has the advantage of being centrally located to major urban resources in nearby areas.

Students

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of over 2,000 students. The 1,700 undergraduates come from many states and several foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, color, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

Programs

Gardner-Webb University is committed to the liberal arts as the best preparation students can have for rewarding, meaningful lives. In addition, the University offers programs in career-oriented fields to prepare students for specialized work. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the on-campus program, the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and Graduate Programs. Gardner-Webb University has a graduate School of Education (offering M.A. degrees in a variety of areas to teachers, counselors and social workers), a graduate School of Divinity (offering M.Div. and M.A.C.M. degrees), and a graduate School of Business (offer-

ing the M.B.A. degree). For additional information on the GOAL and Graduate programs, see the bulletins for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major field, minor(s) and selected electives. Students are encouraged to develop a proficiency in the oral and written use of the English language, an appreciation of cultural, social and scientific achievements, and an awareness of religion and history. The upper level courses provide opportunities for concentration in the areas of special interest and in professional and career-oriented fields. To meet such individual needs the academic program includes independent study and career internships.

Complementing the academic program at Gardner-Webb University is a broad range of student life programs and activities designed to enable students to develop their personal identities, and to create lifetime friendships.

Faculty

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty, seventy percent of whom hold doctorates. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have blessed the University with long years of service. The faculty is large enough to provide well-rounded academic programs. Yet a major strength of Gardner-Webb is that the University has remained small enough so that the relationship between faculty and students is friendly, informal and lasting. The faculty/student ratio is 1:15.

Academic Calendar

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each. Evening classes both on-campus and at various off-campus locations are offered throughout the year.

The calendar is designed to meet the needs of full-time students with day and evening schedules, part-time students, and members of the communities in which classes are taught who desire further educational work.

Summer school serves the purposes mentioned above and also provides an opportunity for new students or students enrolled in other colleges to accelerate completion of degree requirements.

Various study-abroad programs complement the academic calendar.

The University offers workshops and seminars on a variety of topics and for a variety of groups throughout the year.

History

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving regional university with growing master's programs.

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School was chartered on December 2, 1905, as an institution "where the young...could have the best possible educational advantages under distinctive Christian influence." This close relationship of the institution to the area churches continues today.

In response to the changing educational needs of the area the institution was transformed into the Boiling Springs Junior College in 1928. The Great Depression created many problems for the College, but its survival was secured by the sacrifices of many loyal supporters.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the College. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife Fay Webb Gardner, and their families.

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the institution's development was its full accreditation as a senior college in 1971. In 1980 the institution began offering a master of arts degree in education.

The institution officially became known as Gardner-Webb University in January 1993, culminating years of preparation. Today Gardner-Webb is a thriving regional university which offers eight distinct degree programs, has a highly qualified faculty and a beautiful campus of over 200 acres.

Historically the University has played significant roles in teacher education and ministerial preparation for church-related vocations. Programs of instruction and experiences designed to prepare teachers and ministers continue to be major objectives of the University.

Although there have been many changes over the years, Gardner-Webb University remains closely related to the North Carolina Baptist State Convention. The University holds in high esteem its commitment to Christian principles and values as the best foundation for the development of human personality and social order.

Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliot, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-.

The Purpose of Gardner-Webb University

Gardner-Webb is a private, coeducational university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide learning of distinction in the liberal arts and in professional studies within a caring community based upon Christian principles and values. Students, faculty and staff are part of a community of learning, and Gardner-Webb seeks to prepare and encourage students to make meaningful contributions to the global community in which we live. To this end, the university strives to develop students intellectually, spiritually, socially and physically. They should be able to think independently and critically, commu-

nicate effectively, relate well to persons of diverse backgrounds, understand the natural world, understand the development of civilization, understand and appreciate aesthetic values, and grow spiritually. To support this development and foster a community dedicated to life-long learning, Gardner-Webb emphasizes Christian values, academic freedom with responsibility, free intellectual inquiry and discussion, recognition of the dignity and worth of the individual, and strong faculty-student relationships. While pursuing these values, Gardner-Webb seeks to instill the traits of good citizenship in its students and strives to be a good institutional citizen.

Accreditation

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. In addition several departmental programs are accredited by the appropriate state or national agencies. The Education program is accredited by the North Carolina Department of Public Instruction. The Nursing and Music programs are accredited by the National League of Nursing and the National Association of Schools of Music respectively. The University is authorized by the immigration authorities of the United States for the training of foreign students.

Campus and Buildings

The Gardner-Webb campus is beautiful, spacious, and rich in lawns and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years. The present living and dining facilities are designed to serve a resident student body of approximately 1,000. Among the campus and buildings are the following:

Admissions Center was purchased and completely renovated in 1990. The building contains the offices of Admissions and Financial Planning.

Athletic Fields consist of many acres of practice and playing fields, situated around the campus, for football, baseball, soccer and softball. There is adequate space for all sports, intramural and intercollegiate.

Blanton House is the residence of the University president. In 1981 the children of George and Ida Wood Blanton gave their family home to the University. Built in 1898, the colonial design home is located in Shelby.

Bost Physical Education Building and Swimming Pool is named in memory of L.C. Bost of Shelby and Mrs. Jean Bost Gardner. The facility contains basketball courts and classroom areas. The Olympic-sized swimming pool is heated and enclosed for year-round use.

Campus House was acquired in 1968. An addition was made in 1974.

Communications House was acquired in 1990. Public Information, Sports Information, Graphics and Publications are all housed in this building.

Hubert M. Craig Hall is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb University. The building houses classrooms and offices for the Education and English departments.

Decker Hall, housing 140 women students, was named in memory of James Webb Decker Gardner, the son of the late Mr. and Mrs O. Max Gardner, Sr. Built in 1948, the three-story brick structure was completely renovated in 1986.

Charles I. Dover Campus Center, constructed in 1966, was completely renovated in 1990. It houses the cafeteria, lounges, the Campus Shop, student government offices, student development administrative offices, Graduate Studies and Special Studies offices. The building is named in memory of Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb University.

John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students. The holdings include several special book collections, the most notable being the library of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. The library houses the Belk-Ellis Computer Center which is equipped with state of the art IBM equipment. The computer center was provided by the William Ellis family of Shelby, N.C., and the Belk Foundation. Located across from the Library is the Kathleen Nolan Dover Garden. The garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

J.R. Dover, Jr., Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level houses the Social Sciences department and classrooms.

Philip L. Elliott Hall, originally constructed in 1952, honors the memory of the seventh president of the University. Renovated in 1985, the building houses the Nursing Program, the Communication Studies Department and classrooms.

O. Max Gardner Memorial Hall, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, a band room and an art laboratory.

E.B. Hamrick Building was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. In 1982, the building was placed on the National Register of Historic Places.

Hoey-Anthony-Padgett-Young (H.A.P.Y.) Hall houses 120 women students and was completely renovated in 1986. The central section of the residence hall was constructed in 1946, and the wings were added in 1948 to form an open quadrangle. The east wing is named in memory of the Reverend John W. Suttle of Shelby, and the west wing is named in memory of A.W. McMurry of Shelby. Hoey-Anthony is the first floor of the central building, named in memory of Senator Clyde R. Hoey and his wife, Bess Gardner Hoey, of Shelby; and in memory of J.A. Anthony and his wife, Ollie Gardner Anthony, of Shelby. Padgett-Young is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King

Padgett, of Forest City; and in memory of Dr. Guilford Young and his wife, Florence Jackson Young, of Forest City.

International House provides study and relaxation space for international students who attend Gardner-Webb. A portion of the building is used by the Honors Program.

Lake Hollifield Complex is named in honor of Mr. and Mrs. Hughy H. Hollifield, Gardner-Webb Alumnus and trustee respectively. When complete the complex will have a lake surrounded by walking trails, a picnic shelter, an amphitheater and a bell tower and carillon.

Lindsay Hall, completed in 1967 and completely renovated in 1992, is a three-story, air-conditioned structure. It was named for the late David Lindsay and his wife, Winifred Herbert Lindsay, of Rutherfordton. The building houses the Broyhill School of Management, the Religion and Psychology departments and classrooms.

Lutz-Yelton Convocation Center, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the 600 seat Kathleen Nolan Dover Theatre, named in her memory by her husband, Charles I. Dover, and their family. The stage is fully equipped to handle all types of dramatic productions. Also included in the Center is the Paul Porter Arena, which seats 5,000 for basketball games and various meetings. Classrooms, offices for faculty and coaches, handball courts and athletic training facilities complete the Center.

Lutz-Yelton Hall houses 100 men. This impressive building, completed in 1963, is named for the former Lutz-Yelton Companies of Shelby.

Mauney Hall is a four-story brick structure completed in 1965. It houses 112 men and is named in honor of Mr. and Mrs. W.K. Mauney, Sr., and in memory of Mr. and Mrs D.C. Mauney of Kings Mountain.

Myers Hall, named in memory of Albert G. Myers, Sr., of Gastonia, was completed in 1967. The attractive two-story brick structure houses 64 men.

Nanney Hall, completed in 1967 and renovated in 1993 is a two-story brick structure which houses 64 women students. Nanney Hall is named in memory of C.P. and Irene B. Nanney of Gastonia.

Noel Hall, built in 1992, is a two-story brick structure which houses the School of Divinity and academic classrooms. The hall is named in memory of Dr. George Noel and in honor of his wife, Marguerite, of Kannapolis, N.C.

Noel House contains the programs for handicapped students. The house was named in 1986 in memory of Dr. George Noel and in honor of his wife, Marguerite, of Kannapolis, N.C.

Physical Plant Building, formerly the Boiling Springs Elementary School, houses the physical plant, housekeeping, and maintenance offices. The property was acquired in 1990.

Poston Center named for Dr. Gene Poston, Gardner-Webb's eighth president, contains a visitors' center, the Safety and Security Department offices and student publications.

Radio Station WGWW is a 5,000-watt stereo FM educational station broadcasting over a radius of 50 miles. Made possible by the family of the late Lee Polk Frans

of Hickory, N.C. the studios are located on campus in the president's former home.

Royster Hall, which houses 66 men students, was formerly Royster Memorial Hospital. When the Crawley Memorial Hospital was completed in 1977, the one-story brick building was renovated for residence hall use.

Ernest W. Spangler Memorial Stadium, completed in 1966, includes a football stadium seating 6,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verna Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

Spangler Hall was constructed in 1968 and houses 96 men. The three-story brick building is named in memory of R. Patrick Spangler of Shelby, a friend and benefactor of the University.

Stroup Hall houses 100 women and was completely renovated in 1986. The three-story brick structure is named in memory of Mrs. Mae Cline Stroup, a benefactor and trustee.

Suttle Tennis Courts are named in honor of Mr. and Mrs. J.L. Suttle, Jr., of Shelby. The eight courts are lighted for evening play.

Washburn Memorial Building is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses the Department of Foreign Languages.

Webb Hall was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Fay Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of the Webb Building is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

Craven E. Williams Observatory, named in honor of Gardner-Webb's ninth president, was built in 1990. The facility contains a powerful telescope and a multipurpose conference room.

Withrow Mathematics and Science Hall, named in memory of A.T. Withrow of Charlotte, a benefactor of the University, has facilities for mathematics, biology, chemistry, and physics.

Special Academies

The Broyhill Academy for the Study of Independent Concepts

The Broyhill Academy's programs are designed to help citizens examine basic concepts and issues, especially the preservation of individualism and a free economic system. Through a variety of conferences, symposia, and publications, the Academy provides information relative to economic, social, and ethical issues.

B.E. Morris Academy for Christian Studies

The Reverend B.E. Morris, his family and friends contributed generously to endow the B.E. Morris Academy for Christian Studies. The academy sponsors spe-

cial learning opportunities both on and off campus to assist church and denominational leaders in their ministries.

Visitor's Information

Visitors to Gardner-Webb University are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. The admissions office is also open on Saturday from 9:00 a.m. until noon. Administrative officers and members of the faculty are available at other times by appointment.

Travel Information

Gardner-Webb University is in the town of Boiling Springs, N.C., a community just outside Shelby. The University is only thirteen miles from Interstate 85 and three miles from U.S 74. It is accessible to airline services at Charlotte and Greenville-Spartanburg. The telegraph address is Shelby, and the University is served by the Shelby-Lattimore telephone exchange. The number is (704) 434-2361. The FAX number is (704) 434-4FAX, (4329) .



Academic Program

The academic program of Gardner-Webb University is designed to prepare graduates to go directly into such fields as business, public service, teaching and nursing or to enter graduate and professional schools. The academic program is designed to meet the needs of a wide variety of students, ranging from academic honors to learning assistance.

Degrees and Major Fields of Concentration

Gardner-Webb University has three graduate schools which award master's degrees. The Graduate School of Education and Psychology offers the **Master of Arts** degree in Education, Educational Administration, Physical Education, English Education, School Counseling and Agency Counseling. The Graduate School of Divinity offers the **Master of Divinity** and the **Master of Arts in Christian Ministry** degrees. The Graduate School of Business offers the **Master of Business Administration** degree.

For detailed information concerning the graduate programs please contact the Graduate Program office of Gardner-Webb University.

The **Bachelor of Arts** degree is awarded in the following fields: Communications, English, English with Teacher Certification, French, French with Teacher Certification, History, Music, Music Education, Religious Studies (Religious and Education Studies tracks), Sacred Music, Social Science, Social Science with Teacher Certification, Sociology, Spanish, and Spanish with Teacher Certification.

The **Bachelor of Science** degree is awarded in the following fields: Accounting, Biology, Biology with Teacher Certification, Business Administration, Chemistry, Chemistry with Teacher Certification, Computer Science, Elementary Education (K-6), Health Education, Health Education with Teacher Certification, International Business, Management Information Systems, Mathematics, Mathematics with Teacher Certification, Medical Technology, Physical Education, Physical Education with Teacher Certification, Physician Assistant, and Psychology. Dual degree programs in Engineering are offered with Auburn University and the University of North Carolina at Charlotte.

The **Bachelor of Science in Nursing** degree may be earned at the campus in Statesville, N.C.

The **Associate of Arts** degree is awarded in Nursing and in Sign Language Studies.

Minor Fields of Concentration

Requirements for most of the major fields in the B.A. and B.S. programs include a minor consisting of at least 15 semester hours.

The following minor fields are available: Art, Athletic Training, Biology, Business Administration, Biblical Languages and Literature, Biblical Studies, Chemistry, Christian History and Thought, Christian Studies, Classical Languages, Coaching, Communications, Computer Science, Criminal Justice, Economics, English, Foreign Languages, French, General Science, Health Education, Health

Science, History, International Business, Management, Management Information Systems, Marketing, Mathematics, Music, Physical Science, Political Science, Professional Education, Psychology, Religious Studies, Sign Language Studies, Social Sciences, Sociology, Spanish and Theater Arts.

General Studies

A strong emphasis on the liberal arts continues to be a significant feature of the academic program for undergraduate students. The University seeks to develop quality graduates who think logically, communicate clearly, and appreciate broadly. Therefore, every student is expected to demonstrate competency in English, reading and mathematics. In addition, the General Studies requirements reflect a broad and diversified curriculum designed to prepare students for a future of continual growth.

Independent Study and Research

An integral part of the academic program at Gardner-Webb University is the opportunity to do independent study and to conduct research projects. With the assistance of faculty members, junior and senior students are encouraged to develop expertise in areas of interest beyond those covered in the course offerings.

Experiential Education

Gardner-Webb University supports programs which encourage students to relate classroom learning to work experience. In fields such as Teacher Education, Nursing, Physician Assistant and Medical Technology, the experiential dimension is interwoven in the course requirements. In other fields, such as Communications, Psychology and Religious Studies, students are encouraged to participate in internships. Internships are available throughout the academic year and during summers. For additional information students should contact the departmental chair of the area of interest.

Preprofessional Programs

Gardner-Webb University offers programs which prepare students for professional studies in such fields as ministry, medicine, dentistry and law. In addition, the University prepares students to enter any professional programs, either at the graduate or undergraduate level, that are based on a liberal arts education.

Preministerial (Any Full-time Christian Vocation)

Traditionally a significant number of Gardner-Webb students have prepared for a variety of Christian ministries. Although no particular major is required for seminary or divinity school, in general, students who are interested in these areas should expect either to major in Religious Studies or in any of the liberal arts areas.

Premedical and Predental

Medical and dental schools desire students who have demonstrated academic excellence in science fields combined with the broad base supplied by the liberal arts. Gardner-Webb graduates have experienced a high degree of success in gaining admission to medical and dental schools. Students interested in these schools are encouraged to major in Biology or Chemistry. Students interested in a career in veterinary medicine, optometry and other health professions that require graduate work generally complete the same courses as premedical and predental students.

Prelaw

According to the Association of Law Schools, there are two objectives of undergraduate education for prospective law students: first, the student should learn to reason logically; second, the student should learn to express thoughts clearly and concisely both orally and in writing. Gardner-Webb University provides a number of majors that give the student background for admission to law school.

All Preprofessional Majors

Gardner-Webb University encourages students who plan to enter a professional school for graduate work following their baccalaureate degree to use the catalog of the professional school they wish to enter as a guide to choosing undergraduate courses. In order to assist students, Gardner-Webb University provides the services of faculty advisers for each preprofessional program.

Professional Programs

Gardner-Webb University offers professional programs in a number of areas, including Accounting, Administrative Management, Business Administration, Communications, Computer Science, Management Information Systems, Medical Technology, Nursing, and Physician Assistant. Graduates of these programs are prepared to enter beginning-level professional positions. Many also continue their studies in graduate programs.

Engineering

Gardner-Webb University has agreements for dual-degree programs with Auburn University and the University of North Carolina at Charlotte, whereby students may attend Gardner-Webb for three years and the School of Engineering at one of the above-named universities for two years. At the completion of the work the student receives dual degrees.

Special Academic Programs

Gardner-Webb University offers a variety of special academic programs for students with special needs and qualifications.

Blind and Visually Handicapped Program

Through this program blind and visually handicapped students have full access to a baccalaureate education. Special orientation is given to help students make the transition to college. Reader service is provided by the University, and a laboratory assistant is provided for students taking science courses.

A wide variety of equipment is provided, including brailers, adapted tape recorders, and talking calculators. Specialized computer technology is also available. The university maintains an equipped resource room located in the library to meet the needs both of visually impaired and blind students.

The program director as well as other staff are available for academic, personal and career guidance.

Blind students pay no additional fee for these services. Academic standards are the same as those for sighted students.

Deaf and Hearing Impaired Program

Gardner-Webb University provides liberal arts educational opportunities for hearing impaired students. Qualified interpreters, counselors, tutors, and note-takers enable these students to attend fully integrated classes and to participate in extracurricular activities sponsored by the university.

Special consideration is given to applications from deaf students. If necessary, the SAT score may be waived. The Stanford Achievement Test for the Hearing Impaired (SATH) is utilized. The Learning Assistance program can help students who lack proficiency in English, mathematics or reading.

Residence halls are equipped with visual fire alarms, doorbell-lights, and TTYs. Tape recorders are available for students who wish to tape classroom lectures. The University is alert to add newly developed sound amplification equipment that will aid the hearing impaired student in the classroom.

The program director and other staff are proficient in sign language. They are available for academic, personal, and career guidance.

Hearing impaired students pay no additional fee for these services. Academic standards are the same as those for other students.

Learning Assistance Program

The Learning Assistance Program is designed to help students attain proficiency in writing, reading and mathematics. The program offers basic skills courses in these same areas of study. Students receive individual attention focused on their particular needs as well as ample opportunities to practice their skills in a supportive environment. In addition, the program features a Learning Assistance Center where any Gardner-Webb student may request diagnosis of and/or help with a particular reading, writing, mathematics or study skill. This help may be provided in the form of tutoring, computer-assisted instruction in a modern computer lab, taped instruction, or other learning materials appropriate for the student's needs. Occasional workshops on reading, writing, and study skills are also offered.

GOAL Program

The Greater Opportunities for Adult Learners (GOAL) program provides opportunities for students possessing an A.A. or A.A.S. degree to continue their

studies culminating in a baccalaureate degree. GOAL programs are available in the following curricular areas: Accounting, Business Administration, Business Management, Health Management, Criminal Justice, Human Services, and Management Information Systems.

Courses in the GOAL program are scheduled on weekday evenings in a number of GOAL centers. In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dallas, Dobson, Morganton, Newton, Rockingham, Statesville, Troy, Wilkesboro, and Winston-Salem.

For additional information on the GOAL program contact the Special Studies Office on the Gardner-Webb campus or consult the Special Studies Bulletin.

High School Seniors Program

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb University while simultaneously earning full college credit.

High school seniors and rising high school seniors may take courses at Gardner-Webb University while still enrolled in high school.

College credit for work successfully completed will be granted subsequent to high school graduation.

Honors Program

The Honors Program provides special opportunities for academically talented students. In addition to special honors and interdisciplinary classes, a variety of lectures, trips and other events are planned for students. An Honors House is available on campus for study and recreation. Application procedures are available through the Admissions Office.

International Transfer Program

Gardner-Webb University has a transfer agreement with Dohto University, a leading private university in Sapporo, Japan. This program allows Japanese students to complete their junior and senior years at Gardner-Webb and to graduate with the major and degree of their choice. Gardner-Webb students may also transfer to Dohto University providing they have proficiency in the Japanese language.

Medical Technology

Gardner-Webb University has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with the Carolinas Medical Center of Charlotte whereby students may earn the Bachelor of Science degree in medical technology. Students complete three years of study at Gardner-Webb and the final year at the clinical facility. See Special Programs for details.

Nursing

Through the Nursing Program, students may earn associate and bachelor's degrees. The associate degree program is offered on the Gardner-Webb campus.

The Bachelor of Science in Nursing program is a two-year program designed for registered nurses, by the Davis School of Nursing on the Statesville, N.C. campus.

Physician Assistant Program

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine of Wake Forest University. The student completes three years of work at Gardner-Webb University then enters Bowman Gray for two additional years of study. Upon successful completion of this curriculum, the student receives a baccalaureate degree from Gardner-Webb and a Physician Assistant Certificate of graduation from Bowman Gray.

Study Abroad

Through the Broyhill School of Management and the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies, students are provided opportunities to enrich their educational experiences through travel in Canada, Europe, Latin America, and the Mediterranean area.

Academic Support Services

Gardner-Webb University recognizes the individual needs of students. In order to maximize the student's opportunity for success, the University places emphasis on a variety of academic support services.

Academic Advising

Students are assigned faculty advisers before they enter Gardner-Webb University. These assignments are based on academic and vocational interests as well as upon personal compatibility. A significant part of the freshman orientation program involves the use of small groups led by faculty members.

Academic Advising Center

Located in the Webb Hall, the Academic Advising Center works with faculty advisers to provide students with comprehensive academic advising services. Assistance in career counseling and planning is provided in the Counseling Center located in the Dover Campus Center. The services of the Center are available to students on a walk-in or by-appointment basis.

Computer Facilities

In several locations on campus, the Gardner-Webb University student has ready access to a wide variety of computer facilities, including three minicomputer systems and numerous microcomputers. In addition to the use of computers in the Computer Science and Management Information Systems programs, computers are an integral part of programs such as Learning Assistance, English, Education, Nursing and Business Administration.

Library

The Dover Memorial Library is an active and integral part of the University's academic program. The library's collections, available on open stacks, support all areas of the curriculum with approximately 195,000 volumes, 196,000 microforms, and 10,000 audiovisual items, which include recordings, videocassettes, software, films and filmstrips, maps, charts, kits and puppets. The library subscribes to over 1,000 periodicals and is a selected depository for government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process. Professional librarians are available for individual and group instruction. Computerized searching and interlibrary loan services are available.

Placement Services

Placement services are provided by the Career Counseling and Placement Office, which is part of the Counseling Center located in the Dover Campus Center. The office is dedicated to helping graduates find meaningful employment. On-campus and off-campus interviews are arranged with prospective employers.





Student Life

Gardner-Webb University is committed to the education of the whole person. This includes the mind, the body and the spirit. To this end, the University considers the student's activities outside the classroom to be just as important as the classroom experiences. These activities and others help the student to develop social and interpersonal skills, deepen spiritual commitments, explore career opportunities, formulate a philosophy of life, develop leadership skills, and develop sound ethical and moral principles. Experiences in residence halls, student government, the Campus Center, service organizations, informal social groups, and intramural teams are important to the student's total development. The University supports and encourages student involvement in a variety of activities.

The Student Development Division consists of the departments of Athletics, Campus Ministry, Counseling, Career Planning and Placement, International Student Programs, Residence Life, Safety and Security, and Student Activities/Intramurals.

Athletics

Intramurals

The purpose of the intramural program is to give all students an opportunity to participate in recreational activities. Both men and women participate in a comprehensive program of healthy competition.

Intercollegiate

Gardner-Webb University is a member of the National Collegiate Athletic Association Division II and the South Atlantic Conference (SAC). Intercollegiate teams compete in football, men's and women's basketball, baseball, golf, men's and women's soccer, men's and women's crosscountry, women's volleyball, women's softball, and men's and women's tennis and wrestling. Also in the department of Athletics are cheerleading and athletic training.

Campus Ministry

The spiritual development of students is of vital concern in the educational process of the University. To result in men and women who grow in faith and who are equipped to be better Christian servants in God's world, students are provided with opportunities to explore their individual pilgrimage of faith as well as to engage in outward practical ministry to others. Students are encouraged to be involved in local churches along with campus religious activities and groups, both of which are helpful as students pursue spiritual growth. The Campus Minister advises many of these groups and is available to counsel and meet with individual students.

Worship opportunities are provided weekly on campus for the entire university community and are mostly student-led. In addition, there are a number of other religious emphases held annually such as the Staley Lecture Series, Fall Revival,

Spring Student-led Revival, Sunday Celebrations and Special Convocation programs.

Student religious organizations provide programming to explore faith and its practical place in life. Some of these organizations include: Baptist Student Union, Ministerial Alliance, Religious Education Club, Baptist Young Women, Fellowship of Christian Athletes, Gospel Choir and Catholic Campus Ministry. All are open to interested students. Many of these groups provide volunteer ministry opportunities locally through weekend FOCUS ministry to local churches, service in nursing homes, hospitals and other agencies.

Many students preparing for ministry participate in Ministerial Education Days thereby gaining valuable experience in preaching as they are invited by Baptist churches and associations throughout the piedmont and western North Carolina.

Missions opportunities are available to all interested students during Spring Break and the summer each year.

Counseling

The purpose of the Counseling Center is to assist students in making the most of their opportunities for academic and personal development while attending the university. Personal, academic, educational, and career counseling are provided.

The professionally trained and experienced counselors are committed to assisting students in their total development. They assist the student with self-assessment, self-understanding, personal and social adjustment, as well as career development. They seek to provide a concerned, caring environment where students learn individual responsibility, and skills for coping with crisis situations, present and future problems.

Counseling services for students are offered without cost to the student. Counseling sessions are kept confidential. Community referral services are available.

Career Planning and Placement

The Career Planning and Placement Office assists with career planning and job placement. The services are available to all GWU students, graduates and alumni. Career testing and/or a computerized career guidance called SIGI Plus are available. Resource materials are available in the career center and the University library. Services include job fairs and on-campus interviews for employers seeking employees, workshops, resume writing, interview techniques, and job hunting skills. Information is also available on internships, summer jobs and full and part-time jobs.

Resource materials include university catalogs, company brochures, career planning guides, occupational information and other related materials.

International Student Programs

The International Student Office exists for the purpose of assisting international students in their admission procedures and in their adjustment to university life in the United States. It provides them with opportunities to become acquainted with, and achieve some understanding of, the American culture, making available activi-

ties that will enhance their time of residence in America and on the Gardner-Webb University campus. In addition, it provides counseling and advising for those who may have problems or difficulties as they adjust to American culture and university life.

These purposes are achieved primarily through intensified English courses, field trips designed to present American life and culture, campus and community activities and personal counseling and advising.

New Student Experience

Once a student has been accepted to attend Gardner-Webb, the Student Development Division begins its communication with the student. All new and transfer students are required to participate in one of several summer orientation programs as well as the fall Big Brother, Big Sister, and Faculty Mentor Program. The division also coordinates a brief orientation program for new and transfer students who enter the university in January.

Throughout the year there are many opportunities for involvement with faculty, staff and other students. The Freshman class elects officers in the first several weeks of the fall semester and organizes programs throughout the year.

In addition to coordinating a variety of programming opportunities, the staff members offer individual guidance to freshmen including areas of personal adjustments, study skills, and time management.

Residence Life

The University strives to make residential living attractive, comfortable and developmental in nature. All of the residence halls are air conditioned, and rooms are designed for double occupancy. Students should bring linens, pillow, and other items to personalize their room. It is strongly suggested that they consult with their roommate about decor and items they want to bring.

Residence halls open the day before registration each semester and close after classes at the end of the fall, spring and summer semesters. Seniors only may remain through Commencement in spring and summer semesters. Residence halls close during vacation periods fall break, Thanksgiving, Christmas, spring break, and Easter.

Room assignments are made through the Residence Life Office. Notification of room assignment will be made during the Summer.

Each residence hall is staffed with an Area Director and Resident Advisors. The staff is available to assist students with a variety of situations and procedures. The halls are equipped with laundry rooms with coin operated washers and dryers, vending machines for snacks and beverages, and lobbies.

Each Residence Hall is also governed by a Hall Council and the Residential Housing Association. These elected student representatives provide programs for their respective populations utilizing funds from an activity fee. The \$20 (non-refundable) residence hall activity fee must be paid at check in annually.

Communications Services/Fee

All students are required to pay a non-refundable communications services fee of \$40 per semester. This fee will be billed by the University or an agent designated

by the University. This fee is required to make communications services available to all students. Services may include cable television (educational, informational, and entertainment) and access to the University telephone network. In addition, all students will be issued a long distance telephone access code for their personal use only. All long distance fees charged to the code are payable upon billing to the University or an agent of the University. Students are solely financially liable and responsible for all telephone arrangements and calls made from their code until the code is reported lost or stolen. This includes all authorized or unauthorized use of University or individual telephone lines/networks. The student also agrees to abide by the terms and conditions of the long distance service by accepting and/or using the code. (Subject to network completion)

More specific Residence Life policies and guidelines may be found in The Student Handbook and the Housing Contract.

Residency Requirements

- (1) All single, full-time undergraduate students enrolled in the regular program are required to live on campus. Exceptions will be considered for the following reasons:
 - (a) Living with parent or guardian
 - (b) 21 years of age or older prior to the beginning of the academic year
 - (c) Completed 120 consecutive days of military duty
 - (d) Lived in a university residence hall six semesters (fall or spring)
 - (e) Achieved 90 semester hours of university credit
 - (f) Permission from the Director of Residence Life

Note: Full-time students desiring commuter status must complete and submit a Commuter Application Contract along with a \$50 Advance Deposit. New students should submit the application and deposit upon acceptance. Continuing students wishing to change from a resident to commuter status must submit the application and fee no later than April 15th for the following fall.

A student who chooses to live off campus and fails to obtain approval for commuter status will be subject to revocation of registration, loss of institutional financial aid, and/or fines.

- (2) Married or part-time students enrolled in the regular program must complete and submit the Commuter Application Contract along with the \$50 Advance Deposit. Part-time students desiring to live in a residence hall can apply for residential status by contacting the Residence Life Office.
- (3) All resident students are required to purchase the University meal plan. Exemptions will be considered only for medical reasons when the University's food service cannot accommodate the necessary dietary requirements. Medical exemptions must be requested in writing at least 15 days prior to registration and be accompanied by a doctor's statement and prescribed diet.

Room Reservation Policy and Procedures

- (1) Policy: All resident students must submit a properly completed Application and Contract for Housing and pay a \$150 Room Reservation Deposit before a room will be reserved. The Room Deposit will be forfeited if the reserved room is not utilized.

(2) Procedures:

- (a) New students enrolling for the fall semester should submit the housing contract and \$150 Room Reservation Deposit within 30 days of acceptance or before the opening of school. **THE ROOM RESERVATION DEPOSIT FOR NEW STUDENTS IS NON-REFUNDABLE AFTER MAY 1ST FOR FALL ENROLLMENT AND NOVEMBER 1ST FOR SPRING ENROLLMENT.**
- (b) Continuing students may reserve rooms beginning March 1st. Each student must submit to the Office of Residence Life verification of payment of the \$150 Room Reservation Deposit and a properly completed housing contract. **THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE.**

Safety and Security

The Safety and Security Department provides the university community with a trained, around-the-clock force whose primary function is to protect life and property. Services are provided by the department which contribute to creating a safer campus. Among the services are traffic control, seminars on topics such as fire safety and crime prevention, a 24 hour emergency telephone number, an escort service during the evening hours, and both foot and vehicle patrol of all the campus.

Student Activities/Intramurals

The office of Student Activities/Intramurals is responsible for the educational, recreational and social programming for the students at Gardner-Webb University. A variety of programs are offered to help and encourage the student to grow socially, culturally and spiritually. All students are encouraged to attend and take part in campus activities.

Student Government

Representing the interests of the Gardner-Webb student body is the Student Government Association (SGA). Projects and proposals dealing with social, cultural and academic life are promoted by the SGA officers and the Student Senate. The SGA promotes the general welfare of the student body, encourages involvement in extracurricular activities and fosters interaction among faculty, staff, and students.

The Student Entertainment Association (SEA) is a major function of the SGA, responsible for providing entertainment programming for the members of the Gardner-Webb University community. The SEA plans a variety of activities to involve students in social, cultural and recreational opportunities.

Student Communications Media

The Pilot. The University newspaper is published several times each semester by a student staff.

Radio Station. WGWC-FM, the campus radio station, operates each day and is staffed primarily by students.

Reflections. The University literary magazine is published by students interested in creative expression, including verse and prose.

The Web. The University yearbook is compiled by a staff of students.

Health Services

Gardner-Webb University, through its relationship with Crawley Memorial Hospital and Boiling Springs Medical Associates located near the campus, provides a health program for resident students.

The hospital facilities serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are referred via ambulance to Cleveland Memorial Hospital. For residential students, the university pays the first \$15 of the Doctor visits to Boiling Springs Medical Associates, and the student is responsible for the balance. This fee is subject to change depending upon the current charge of the doctors. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A medical examination for all new students is required. Immunization records are required by North Carolina State law.

Cultural Life

Each year a variety of programs is offered for the cultural enrichment of campus life. The Department of Fine Arts brings outstanding artists and performers to the campus. Members of the Fine Arts Department faculty and advanced students in music give recitals open to the public. Several choral and orchestral concerts are scheduled. Plays presented by Gardner-Webb students and by visiting drama groups are also a feature of the University's cultural offerings.

Student Organizations

Gardner-Webb University offers students opportunities to become involved in numerous activities and organizations on the campus. The range of these activities is wide. Students work with the Student Development staff to start new organizations.

Departmental

Physical Education Health Education Majors (PEHEM), Student National Education Association (NEA-SP), Student Nurses' Association, Psychology Club, French Club, Mathematics Club, Student Chapter of the Music Educators National Conference, Outdoor Explorers Club, Phi Beta Lambda (Business), Social Science Club, Association of Computing Machinery, Drama (Alpha Psi Omega).

Music and Fine Arts

University Community Orchestra, University Band, American Choral Directors' Association, Concert Choir, Chorale, Music Teachers Association, American Guild of Organists

Religious

Baptist Student Union (BSU), Baptist Young Women, Fellowship of Christian Athletes, Ministerial Alliance, Mission Fellowship, Religious Education Club, Focus Revival Teams, Jail and Prison Ministry, Rest Home Ministry, Unity Gospel Choir, Student Volunteer Corp

Others

International Students Club, Soccer Sweethearts, Cheerleaders, Residence Hall Association, Student Entertainment Association

Student Honors

Alpha Chi

Membership in this national scholastic society is one of the highest honors a Gardner-Webb student can attain for academic excellence. To be eligible for membership a student must be a junior or senior in the top ten percent of the class, and have distinguished himself or herself by academic accomplishments.

Beta Beta Beta

The objective of this national honor society is to recognize scholastic achievement in Biology.

Sigma Tau Delta.

The objective of this national honor society is to recognize scholastic achievement in English.

Psi Chi

The objective of this honor society is to recognize scholastic achievement in Psychology.

Who's Who

Outstanding members of the student body are selected for Who's Who in American Colleges and Universities. Selection is based on scholarship, participation and leadership in academic and extracurricular activities, citizenship and service to the University.

Campus Traditions

Alumni Day

This day is one of the highlights of the year and the time for class reunions. The Alumni Association honors outstanding alumni at this occasion.

Homecoming

Homecoming takes place in the fall, bringing back to the campus many former students. Entertainment includes tennis tournament, football game, and other festivities. Special activities are scheduled during the week for students.

Parents' Weekend

The Parents' Association of Gardner-Webb University under the direction of the Dean of Student Development invites the parents of Gardner-Webb students to a weekend of fun and entertainment, a chance to meet and mingle with faculty on an early Fall weekend.

Spring Formal

The foremost social event of the spring semester. The queen and her court are presented at a ball culminating the week's activities.

Student Rights, Responsibilities and Expectations

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in an environment of Christian concern. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism.

Each person whether student, faculty or staff voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to insure reasonable standards of conduct. The prohibited behavior code describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior.

The Student Handbook describes the prohibited behavior code and the judicial process used in the event that a student becomes involved in prohibited behavior. The Handbook is distributed during orientation, at which time student rights, responsibilities and expectations are explained in greater detail. The Handbook is also available at the offices of Student Development.

Gardner-Webb University supports and is fully committed to the concept of a drug and alcohol free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

- (1) The unlawful manufacture, distribution, dispensing, possession or use of controlled substances such as but not limited to the following:
 - Narcotics (heroin, morphine, etc.)
 - Cannabis (marijuana, hashish, etc.)
 - Stimulants (cocaine, diet pills, etc.)
 - Depressants (tranquilizers, etc.)
 - Hallucinogens (PCP, LSD, designer drugs, etc.)

Designer (MDA, MDA-known as ecstasy, ice, etc.)

Alcohol

is prohibited by students on Gardner-Webb University's property or as any part of the university's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms.

- (2) Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1, above. Upon conviction, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the following publications: Gardner-Webb University Student Handbook, Gardner-Webb University Special Studies Bulletin, Gardner-Webb University Graduate Catalog. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.
- (3) Local, state, and federal laws prohibit the unlawful possession, and distribution of illicit drugs and alcohol. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the Department of Safety and Security.
- (4) A booklet describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.





Admissions, Finances and Financial Aid

Admission Procedures

Gardner-Webb University operates on the Rolling Admissions Plan. Completed applications are acted upon and notified within three weeks. Admission is based on high school record and class rank, SAT or ACT scores, recommendations and, in the case of transfer students, previous college work and recommendations. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Although an interview is not required for admission to Gardner-Webb, campus visits are encouraged. Interviews and campus tours are available all day Monday through Friday and Saturday mornings. Four prospective student visitation days, or VIP days, are planned during the school year. Contact the Admissions Office at 1-800-253-6472 for further information.

Gardner-Webb University admission packets are available from many high school guidance offices or directly from the Admissions Office of the University. Completed applications should be returned with a non-refundable \$20 application fee and transcripts of all high school credits and any college work attempted.

Applicants must meet the University's standards as to intellectual promise, and emotional and social stability. Gardner-Webb University is committed to its responsibility as a liberal arts university within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

Although a fixed pattern of high school credits is not prescribed, the following minimum course distribution is recommended as the best preparation for academic work at Gardner-Webb University: English, 4 units; social science, 2 units; algebra, 2 units; geometry, 1 unit; foreign language, 2 units; natural science, 2 units; plus electives.

Acceptance of students for admission to the University does not automatically guarantee their entrance into any particular program of the University. Departmental approval is necessary for entry into any departmental program and/or major.

Students may enter at the beginning of any semester or summer term.

Entrance Examinations

Applicants for admission to Gardner-Webb University are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University.

Application blanks, lists of testing centers and dates, and rules on applications, fees and other information are available in most high school guidance offices in the United States.

Acceptance on Condition

Students whose deficiencies indicate a need for special work may be required to participate in the Learning Assistance Program. Upon successful completion of this work the student may proceed with regular course work.

Provisional Acceptance

A provisional acceptance may be granted on an individual basis to students who are unable to complete all admission requirements prior to registration. For example, students transferring to Gardner-Webb from another college or university for the spring semester may be unable to have a complete transcript or record prior to registration. In such cases a provisional acceptance can be granted in order for the student to enroll. A provisionally admitted student must present all academic transcripts and complete requirements prior to mid-term of the initial semester.

Special Students

Gardner-Webb University admits a limited number of special students. They include:

- (1) persons who wish only private music lessons. Such applicants are admitted if instructors in the Department of Fine Arts are able to schedule lessons for them
- (2) persons 21 years of age or older who are not high school graduates or degree candidates but wish to take class work. Such persons are accepted on the basis of maturity and background sufficient to do the class work desired
- (3) college graduates who are interested in further study
- (4) high school students who wish to take work on the Gardner-Webb campus prior to and during their senior year. Credit for this work is generally transferable to other institutions
- (5) high school students who wish to enter Gardner-Webb at the end of their junior year may submit an application for consideration for early admission

Transient Students

A student enrolled at another institution may take a course(s) at Gardner-Webb University and transfer that credit to the other institution. To be considered as a transient student at Gardner-Webb, one must apply to Gardner-Webb and have written permission from the registrar of the other institution.

Foreign Students

In order to be considered for admission to Gardner-Webb University, foreign students must submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required. They must also submit documentation of their ability to support themselves financially while in the United States.

Students who fail to meet the English language requirement may enroll at an ELS Language Center. Proficiency certification by ELS meets the English language requirement for admission. No form I-20 will be sent until the above documents have been received by the Admissions Office.

Advanced Placement and Credit

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement Program test of the College Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Garner-Webb accepts credit earned through the College Level Examination Program prior to enrollment and up through the end of the first semester of enrollment. No credit is accepted for tests taken later than the end of the first semester of enrollment. CLEP tests must be taken before a student enrolls in a comparable course.

Gardner-Webb University grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

- (1) credit will be received on the same basis as transferred credit from accredited institutions of higher learning
- (2) no credit will be granted in an area for which the examinee has college credit. No course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP
- (3) credit will be received as pass/fail; that is, no hours attempted or quality points will be computed in the examinee's grade point average
- (4) unsatisfactory scores will not become a part of the student's record
- (5) a CLEP test on any subject may be submitted only one time
- (6) concerning the General Examination for freshman applicants:
 - (a) the student must submit a score at or above 500 on each test
 - (b) the number of semester hours granted will be that number normally granted for the area covered by the test with the following restrictions:
 - (1) a maximum of six semester hours credit may be granted for each test
 - (2) a maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate
 - (c) credit thus granted may be applied to the student's course of study only as basic courses or free electives
- (7) concerning the Subject Examinations:
 - (a) the student must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations
 - (b) the number of semester hours granted will be determined by the scope of the material measured as indicated by the Council on College-Level Examinations
 - (c) credit thus granted may be applied to the student's course of study without restriction

Armed Service-Related Programs: Veterans who have successfully completed a course or courses* under the Service School training program or through USAFI may submit a record of courses completed for review by the Transcript Evaluation Officer. Credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appro-

priate department of the University may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of the Associate Degree Nursing Program.

Arrangements for advanced placement through the local testing program are made individually for each student involved and require the agreement of the Academic Dean and the appropriate academic department.

Admission of Transfer Students

Requirements include a formal application for admission, an official high school transcript, SAT or ACT scores, and a non-refundable \$20 application fee. The high school transcript and entrance test scores are not required of applicants who have completed 30 semester hours of college credits with at least a 2.00 grade point average. All students eligible for veterans' benefits must provide proof of high school graduation regardless of the number of hours or grade point average earned.

The applicant's record is evaluated by Gardner-Webb retention standards, or the applicant must be eligible to return to his previous college in order to be accepted.

Transfer Credit Policy

Students transferring from accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 30 semester hours for graduation taken at Gardner-Webb.

Students transferring from accredited four-year colleges may transfer up to 98 semester hours. The final 30 semester hours for graduation must be taken at Gardner-Webb.

Credit may be transferred only for courses on which the student has earned a C or better. A course on which a student made a D, except a course counted in the major, may be used to satisfy a course requirement but carries no hours credit. The student must meet graduation requirements for the total number of hours required.

Courses accepted in transfer admission are recorded as credit only; grades are recorded on a transfer evaluation form, but no grade points or grade point average are computed. The grade point average for graduation is computed on academic credit earned at Gardner-Webb. The Registrar interprets the transfer policy and certifies students for graduation.

Grade Point Average

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Two Grade Point Averages are significant for each student: the semester GPA and the GPA for work taken at Gardner-Webb. Students must

achieve a GPA minimum 2.0 on all work taken at Gardner-Webb to qualify for graduation.

Readmission of Former Students

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students.

The National Guide prepared by the American Council on Education is used as a measuring instrument for non-collegiate learning with transfer credit not to exceed six hours.

Admissions to the GOAL Program

Refer to the Special Studies Bulletin.

Admissions to Graduate Study

Refer to the Graduate Program Bulletin of the program desired.

Financial Information

General Information

Gardner-Webb University will make every effort to keep operating costs low while providing quality programs. Through the support of the Baptist State Convention of North Carolina, the Independent College Fund of North Carolina, private gifts from alumni, business and other friends, and endowment earnings, Gardner-Webb is able to charge tuition which is less than the actual cost of instruction and other student services. The University, however, reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

Expenses for the 1993-94 Academic Year-Regular Program

Item	Per Semester
Tuition (Full-time: 12-18 hours)*	\$3,840
Room	
Lutz-Yelton, Mauney, HAPY, Stroup, Decker, Nanney, Myers, Spangler, Royster	\$970
Board**	\$1,065
Overload (more than 18 semester hours).....	\$195/hour
Residence Hall Security Deposit	\$75
Insurance***	\$125

- * Students enrolled for only 10 or 11 hours in fall or spring will be charged full-time tuition.
- ** All resident students must participate in the University's board plan.
- *** The cost for a student accident and health insurance plan is assessed to every full-time student unless a waiver form is completed certifying that the student is covered by some other insurance plan(s).

Music Fees

<u>Item</u>	<u>Per Semester</u>
Private Lessons - Piano, Voice, Organ, Instruments	
One lesson (1/2 hour) per week, credit or audit	\$140
Two lessons (1 hour) per week, credit or audit.....	\$240
Students wishing to take more than two private lessons per week will be charged an additional \$100 per 1/2 hour lesson.	

Part-Time Enrollment

Tuition for day courses (no more than 9 hours per semester)..... \$195/hour

Summer School 1993

Tuition per semester hour	\$140
Room and Board per summer session.....	\$360

Graduation Fee

Diploma and Commencement Attire	\$50
Late Application for Graduation.....	\$40

Miscellaneous

Application fee (non-refundable).....	\$20
Late registration/ re-enrollment during term.....	\$40
Auditing courses (non-refundable)	\$50/course
Late payment fee	\$25
Drop/ Add course after classes begin (first week only).....	\$5
Transcripts.....	\$3/ copy
Examination for course credit.....	\$50
Automobile registration	\$25
Replace I.D. Card.....	\$5
Returned check fine.....	\$15
Late registration fee for student teaching.....	\$25
Private Room (when available)	\$200

Room Charge

Students changing rooms without permission of his/her Resident Director are charged for both rooms.

Board Charge

Students living off campus but enrolled as full-time students may eat in the university dining room upon payment of board fees for each semester as determined by the Business Office, or through buying individual meals.

Book Expenses

The estimated cost of textbooks is \$150 to \$300 per semester, but this varies greatly with the number and types of classes taken.

Costs Covered by Tuition

Included in the tuition fees are costs of registration, use of the library, recreation facilities, admission to home athletic events, student publications, post office box, regular laboratory fees, and 10 to 18 semester hours of work, inclusive each semester. The tuition fees and estimated book expenses do not include fees for special courses, special laboratory work, and study-travel courses. Personal expenses will vary with the individual student. For the student who must earn money toward his or her college expenses, there are a number of opportunities for work available through the Financial Planning Office.

Schedule of Payment

Advance Deposit

A Room Reservation Deposit of \$150 for new resident students or an Advance Deposit of \$50 for new commuting students is due within 30 days of being accepted. The Room Reservation Deposit for new resident students or the Advance Deposit for new commuter students is non-refundable after May 1 for fall enrollment and November 1 for spring enrollment.

Continuing resident students may reserve a room, beginning March 1, by paying the \$150 Room Reservation Deposit and completing an Application and Contract for Housing. Continuing commuter students should pay the \$50 Advance Deposit to declare their intent to return. The deposit for a continuing student is non-refundable.

Room Reservation Deposits will be credited toward the cost of the room. The Room Reservation Deposit will be forfeited if the reserved room is not utilized. The advance deposit for commuter students will be credited toward the cost of tuition.

Balance of the Account

The balance of the semester charges is due prior to enrolling for classes. Students are encouraged to make this payment before returning to campus.

Those who cannot pay or find it necessary to finance university charges should contact the Business or Financial Planning Office for information regarding alternate payment plans.

Refund Policy

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb

University to give limited refunds in the event students Officially Withdraw from school. A withdrawal form can be obtained from the Registrar's Office. The form must be completed and returned to the Registrar's Office in order for the student to be officially withdrawn. The date of official withdrawal is the date this process is completed.

Refunds will be computed on total charges for tuition, room and board but not on fees. Students leaving school for disciplinary reasons will not be eligible for any refund and will be liable for the entire semester's charges. Students dropping courses after the last day of registration will not receive any reduction in charges. Students registering for summer or short courses and subsequently dropping a course will not be entitled to any refund with the exception of a pro rata share of board charges when applicable.

Refund Schedule (Fall and Spring Terms)

When official withdrawal occurs:

During registration week/first week of classes	refund 95%
During second week of classes	refund 90%
During third week of classes	refund 75%
During fourth week of classes	refund 60%
During fifth week of classes	refund 45%
During sixth week of classes	refund 30%
During seventh week of classes	refund 20%
During eighth week of classes	refund 15%
During ninth week of classes	refund 10%
During tenth week of classes	refund 5%
After tenth week of classes	no refund

Note: The "term" refund actually denotes a reduction in assessed charges. Actual refunds are available only to those having paid accounts. Refunds for students receiving federal, state, or institutional financial aid will be made in accordance with the regulations governing the respective programs. Leaving the University without officially withdrawing may result in a student's forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Delinquent Student Accounts

Students with outstanding financial obligations may be prevented from registering for the following semester. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts be released, until all financial obligations are satisfied. Delinquent Accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to student account balance, parking, disciplinary and library fines, and returned checks.

Financial Assistance

Gardner-Webb University makes available to its students a variety of scholarships, loans, and grants-in-aid. All aid is administered by the Admissions and Financial Planning Committee of Gardner-Webb University. The committee follows a number of clearly defined rules in its awards, the rules having been estab-

lished by the University or by donors to the University. There is no discrimination on the basis of race, religion, or sex in the administration of the financial aid programs of Gardner-Webb University.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the University at a cost which compares favorably with other well-recognized institutions. This may be accomplished by advanced planning with the University's Financial Planning Office. The several possibilities of creating a package plan may include various combinations of scholarships, grants-in-aid, work and/or loans.

Procedures for Applying for Financial Assistance

- (1) file an application for admission to the University with the Director of Admissions
- (2) file the American College Testing Program need analysis form. Forms may be obtained from the Financial Planning Office at Gardner-Webb University or from a high school guidance office
- (3) arrange to come to the campus for a personal interview when requested by the Admissions and Financial Planning Committee

Financial aid awards are made when the applicant has been accepted for admission and eligibility to receive financial assistance has been determined based on information provided by the applicant.

Renewal of scholarships, grants-in-aid, and loans are conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by the particular award. Application for renewal of loans and grants-in-aid by upperclassmen should be made before April 1. Applications received after April 1 can be considered by the committee only in terms of available funds.

Announcement of academic scholarships and other awards is generally made between February 15 and May 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Planning Office, Box 955, Gardner-Webb University, Boiling Springs, N.C. 28017.

Gardner-Webb University Academic Scholarships

All academic scholarships are awarded based on the student's full-time enrollment.

Gardner-Webb Presidential Scholarships

Each year ten students from the entering freshman class are selected as Presidential Scholars. This scholarship program is named in honor of the ten presidents of Gardner-Webb University. The scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive Presidential Scholar recognition, a student must be nominated by a friend of Gardner-Webb University and selected by the Presidential Scholarship Screening Committee. The scholarships are renewable for up to three additional years provided the recipient achieves an outstanding level of

scholarship and continues to demonstrate strong leadership ability and commitment to service.

Gardner-Webb Honor Scholarships

The applicant must rank in the upper 10 percent of his/her high school graduating class. To renew the scholarship, the applicant must maintain an overall 3.0 grade point average on all credit courses taken.

Gardner-Webb Trustee Scholarships

The applicant must rank in the upper 25 percent of his/her high school graduating class. To renew the scholarship, the applicant must maintain an overall 2.5 grade point average on all credit courses taken.

Gardner-Webb University Junior College Graduate Scholarships

The applicant must rank in the upper 25 percent of his/her junior college graduating class. Renewal is conditioned upon the recipient's maintaining an overall 2.5 grade point average on all credit courses taken. This scholarship does not apply to students enrolled in the GOAL Program.

Gardner-Webb University Endowed Scholarships

Academic Fellows Scholarships

Established in 1991, the Academic Fellows Scholarships provide assistance for full-time undergraduate students who have demonstrated superior academic performance in high school or college. The Academic Fellows Organization is supported by gifts from individuals, businesses and foundations. As part of the overall endowment corpus the following scholarships have been funded:

Charles B. and Sue C. Camp Scholarship: Established in 1993 by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina, both alumni of Gardner-Webb. Dr. Sue Camp has served since 1976 as a faculty member in the Broyhill School of Management.

Ralph W. and Roberta Warlick Dixon, Jr. Scholarship: This scholarship was initiated in 1992 in honor of Ralph "Scoot" Dixon, Jr., Vice President for University Relations at Gardner-Webb and in memory of Mrs. Robbie Dixon. The scholarship was funded by friends and family of the Dixons.

Herman P. Jarvis Memorial Scholarship: Funded by the estate of Herman Jarvis, the scholarship was established in 1991. Mr. Jarvis was a self-made businessman from Asheville, North Carolina and a staunch supporter of Baptist causes.

M. Lansford Jolley Scholarship: Initiated in 1992 by the Department of Social Sciences of Gardner-Webb University to honor Professor M. Lansford Jolley, a faculty member at Gardner-Webb for thirty-three years and long-time Chair of the Department of Social Sciences. Following his retirement Prof. Jolley was elected by the University Trustees to serve as University Historian.

Donald J. Kemerait Memorial Scholarship: Established in 1992 by the family and friends of Donald J. Kemerait, who served as a professor in the Broyhill School of

Management from 1981 until his untimely death in 1992. Preference is given to a senior studying in the Broyhill School of Management. When possible the scholarship is awarded to a married student with children.

Edna Humphries Mack Memorial Scholarship: Founded by the estate of Mrs. Edna H. Mack of Gaffney, South Carolina, the scholarship was established in 1991. Mrs. Mack was a 1925 graduate of the Boiling Springs High School which later became Gardner-Webb University.

Robert Earle Morgan Scholarship: This scholarship was established in 1986 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb. In 1993 the scholarship became part of the University Fellows endowment and is restricted to students who have demonstrated superior academic performance in high school or college.

Helen Speck Scholarship: Funded by Helen Speck of Shelby, North Carolina, the scholarship provides assistance to superior academic students.

Mae Cline Stroup Memorial Scholarship: Funded by the estate of Mrs. Mae Stroup of Shelby, North Carolina, the scholarship memorializes one of Gardner-Webb's most significant leaders. In addition to her generosity, Mrs. Stroup served as a Trustee for several terms, holding all Board leadership positions at one time or another. She was one of the first persons ever to be awarded the status of Trustee Emeritus.

Other Academic Fellows Scholarships:

A. Frank and Flossie B. Bonner; Betty E. Knox; Milliken Corporation; M. Christopher and Linda F. White.

Athletic Endowed Scholarships

Garland H. Allen Golf Scholarship: Established by the Bulldog Club to provide assistance to worthy student athletes. The recipient must be a member of the golf team for the year he receives the funds.

Thomas R. and Shirley B. Causby Basketball Scholarship: Established in 1992 by Mr. and Mrs. Thomas R. Causby of Belmont, North Carolina, to express their support for the men's basketball program.

Bulldog Club Scholarship: Established in 1989 by the Bulldog Club to support the University's intercollegiate scholarship program. A portion of the funds raised each year by the Bulldog Club is used to increase the endowment.

M. Henry and Pam Garrity Athletic Scholarship: Initiated by the Board of Advisers and funded by friends and family of Mr. and Mrs. Garrity, the scholarship provides financial assistance for a student-athlete.

Florence Hamrick and Roland M. Hamrick Scholarship: In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the University to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr.

Thomas B. Hamrick Scholarship: Given by the Hamrick family, this athletic scholarship is presented to deserving athletes in memory of Thomas B. Hamrick.

Trela R. Hendrix, Sr. Basketball Scholarship: Established in 1989 by Mrs. Trela R. Hendrix, Sr. of Trinity, North Carolina, in memory of her husband.

Winifred Herbert Lindsay Scholarship: In 1991 Mrs. David Lindsay of Rutherford County established this athletic scholarship. The recipient must be a member of the woman's basketball team.

J.L. and Sara McFarland Suttle, Jr. Tennis Scholarship: Established in 1989 by Mr. and Mrs. Suttle to express their love for tennis.

Victor Bulldog Scholarship: Funds for this scholarship were given by friends of the University from surrounding counties.

M. Christopher and Linda F. White Tennis Scholarship: Established in 1990 by Dr. and Mrs. Chris White, the tenth president of Gardner-Webb University. The scholarship provides financial aid for the men's tennis student-athletes.

Paris Leland and Donnis Gold Yelton Golf Scholarship: Established by Mr. and Mrs. Yelton and their sons, Robert and Don, the scholarship provides financial aid for golf team members.

Other Athletic Scholarships:

J.W. and Terry C. Abernethy III; Alumni Tennis; Jack Hunt.

Business Endowed Scholarships

Belk/Ellis Business Scholarship: Given by the Belk Foundation, the Belk Corporation of Shelby and Forest City, and the William P. Ellis family, the scholarship is given to students from Cleveland or Rutherford counties.

First Union National Bank Scholarship for the Broyhill School of Management: Initiated by the Cleveland County Branches of First Union National Bank of North Carolina and The First Union Corporation of Charlotte, North Carolina.

Ray Webb Lutz/Texaco Scholarship: Initiated by Texaco/Star Enterprises in 1989, this scholarship honors Ray Webb Lutz, a trustee and long-time benefactor of Gardner-Webb University. This scholarship is awarded to a business major who exemplifies the qualities of leadership, initiative and free enterprise.

Clyde L. Stutts Memorial Business Scholarship: This endowed fund was established by Mrs. Clyde L. Stutts to provide financial assistance to needy and worthy citizens from North or South Carolina, with first preference being given to students from Cleveland County studying in the field of business or communications. The recipients should exemplify high moral and ethical standards.

William Y. Webb Business Scholarship: This scholarship was initiated by Mr. and Mrs. William Y. Webb in memory of Judge Edwin Yates Webb, Sr., and Willie Simmons Webb. Funds are used to provide financial assistance to needy and worthy citizens of the United States.

Christian Service Organization Undergraduate Scholarships

Established over twenty years ago the Christian Service Organization of Gardner-Webb University provides scholarships for deserving and needy students preparing for full-time Christian vocational service. The Organization is supported

by gifts from individuals, churches and private organizations. As part of the overall endowment corpus the following scholarships have been funded:

Fred L. and Sallie N. Abrams Memorial Scholarship: Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A. Roddy, and Mrs. Floy A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community of Rutherford County.

Hoyt G. and Meta Q. Bailey Memorial Scholarship: Established in 1990 by Mr. and Mrs. Hoyt Q. Bailey, in memory of Mr. Bailey's parents.

Herman A. and Ellen B. Beam Scholarship: This scholarship was established in 1992 by the estate of Herman A. Beam, a member of the original Board of Directors of the Christian Service Organization, and Ellen B. Beam of Fallston, North Carolina.

Beaver Dam Baptist Church Scholarship: The Beaver Dam Baptist Church of Shelby, North Carolina, established this scholarship in 1991

Herman and Margaret Best Scholarship: Established by Mr. and Mrs. Herman Best of Shelby, North Carolina, in 1989.

Cleo P. and James E. Chadwell Scholarship: Established in 1990 by Mr. and Mrs. James E. Chadwell of Hickory, North Carolina. They are former residents of Shelby.

Kenneth Howard Cole Memorial Scholarship: Established in 1991 by Lucille Hamner Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

F. Glenn and Ray Cornwell Scholarship: Initiated in 1990 by Mr. and Mrs. F. Glenn Cornwell of Shelby, North Carolina, to express their love for Gardner-Webb University and their interest in the education of ministers.

W.D. and Ilease Cornwell Scholarship: Established in 1991 by Mr. and Mrs. W.D. Cornwell of Charlotte, North Carolina.

John Ed and Essie D. Davis Scholarship: Established by Mr. and Mrs. John Ed Davis of Shelby, North Carolina in 1990.

Charles I. Dover Memorial Scholarship: Funded by the Dover Foundation of Shelby, North Carolina.

W.E. Entrekin Memorial Scholarship: Established in 1990 by the Emmanuel Baptist Church of Charlotte, North Carolina, in memory of their former beloved pastor, the Reverend W. E. Entrekin. First preference is given to students who are members of Emmanuel Baptist Church.

Forrest and Jessica Feezor Memorial Scholarship: Established in 1986 by friends of Dr. and Mrs. Feezor.

Flint Hill Baptist Church Scholarship: Initiated in 1990, this scholarship was funded by members of the Flint Hill Baptist Church of Shelby, North Carolina.

Clara Katherine Vickers Head Memorial Scholarship: Established in 1979 by the estate of Clara Katherine Vickers Head, the fund provides scholarships for needy students from Rutherford County.

Russell L. Hinton Memorial Scholarship: Established in 1990 by Mrs. Hinton in memory of her husband, the late Reverend Russell L. Hinton, a noted pastor in Cleveland County.

Carl and Tyner Ivester Scholarship: Dr. and Mrs. Ivester of Lawndale, North Carolina, established this scholarship in 1990. Mrs. Ivester has served as the Secretary of the Christian Service Organization since its inception.

J. Thurman Lewis Memorial Scholarship: Established in 1991 by Julius C. and Laura M. Taylor of Taylors, South Carolina, the fund memorializes Dr. Lewis, Professor of Biblical Languages at Gardner-Webb University. Dr. Lewis was the founder of the Christian Service Organization.

Robert Earle Margan Scholarship: This scholarship was established in 1990 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb University since 1967.

William T. and Mabel H. Nolen Scholarship: Established in 1990 by Mr. and Mrs. Nolen of Gastonia, North Carolina, long time supporters of the Christian Service Organization.

Freeman T. Perry Scholarship: Established in 1991 by Freeman T. Perry of Kannapolis, North Carolina. Preference is given to students from Rowan and Cabarrus Counties in North Carolina.

Pleasant Grove Baptist Church Scholarship: The Pleasant Grove Baptist Church of Shelby, North Carolina, established this scholarship in 1991.

R.E. and Bonnie R. Price, Jr. Scholarship: Established in 1990 by Mrs. Bonnie Price of Boiling Springs, North Carolina, in memory of her husband.

James E. and Melba S. Robbins Scholarship: Mr. and Mrs. James Robbins of Forest City, North Carolina, established this scholarship in 1991 to express their support of ministerial students at Gardner-Webb University.

Mafrey Richardson and Edward H. Sessom Scholarship: The Reverend and Mrs. Sessom established this scholarship in 1986.

Hobart C. and Dorothy Smith Scholarship: Established in 1990 by Mr. and Mrs. Hobart C. Smith. For over twenty years Hobart Smith has served Gardner-Webb as a Trustee, including several terms as chairman of the Board.

J.L. and Sara McFarland Suttle, Jr. Scholarship: Established in 1991 by Mr. and Mrs. Suttle of Shelby, North Carolina.

M. Christopher and Linda F. White Scholarship: Established in 1990 by Dr. and Mrs. Chris White. Dr. White is the tenth president of Gardner-Webb University, having served in that role since 1986.

Other Christian Service Organization Undergraduate Scholarships:

Clara Perry Angel; Baptist Student Union; Bethlehem Baptist; Cline Borders; Lloyd and Virginia Bost; J.R. Cantrell Memorial; Double Shoals Baptist; Double Springs Baptist; First Baptist Forest City; Freeman-Jones; John H. and Osteen Hendrick; Dorothy B. Keeter; Kincannon-Herndon; Ruth Kiser; John W. and Janet Long; Leonard and Reba Lowe; Robert and Mary Moore; Mount Pleasant Baptist; Max and Mary Padgett; R. Thad Parsons III; Pleasant Home Baptist; W. Bruce and Diane Rabon; Essie Spake Memorial; Ralph and Clevie Spangler; Tri-City Concrete; Archie White Memorial.

School of Divinity Endowed Scholarships

In 1993 Gardner-Webb University established the School of Divinity to provide graduate level professional education for ministers. As part of the overall endowment corpus the following scholarships have been funded:

Marguerite Noel Family Scholarships: Scholarships of up to \$9,000 for a degree program are provided to selected students on the basis of high academic achievement in baccalaureate studies and a commitment to ministry. Funding for the scholarships is provided by Mrs. Marguerite Noel of Kannapolis, North Carolina and her family

Carl M. and Fannie K. Spangler Christian Education Endowed Scholarship: This scholarship was established in 1992 in memory of Carl M. Spangler and in honor of Fannie K. Spangler by their children. Proceeds of the endowment support Christian education by assisting undergraduate and/or graduate ministerial students. Selection is based on financial need.

H. Fields and Ruth B. Young, Jr. Endowed Scholarship: Established in 1993 by Mrs. H. Field Young, Jr. of Shelby, North Carolina in memory of her husband, the scholarship is awarded to worthy and/or needy students who have committed their lives to full-time Christian Service.

The Reverend Charles W. "Buddy" Freeman Endowed Christian Service Organization Scholarship: Established in 1993 by friends of Buddy Freeman, Gardner-Webb alumnus and long time staff member, the scholarship honors his commitment to the education of young people called by God into the ministry. The student receiving this scholarship must enroll in the Master of Divinity program and maintain at least a 3.0 grade point average.

McInnis-Smith-Best Christian Service Organization Scholarship: Initiated in 1993 by Herman and Margaret Best of Shelby, North Carolina in memory of the Reverend Neill McInnis, father of Mrs. Best, and in honor of the Reverends Rockwell Smith and David Herman Best, brother-in-law and son of the Bests. Recipients must be enrolled in the School of Divinity.

Fine and Performing Arts Endowed Scholarships

C.A. Brittain Memorial Music Scholarship: Established by Mrs. C.A. Brittain in 1977 in memory of C.A. Brittain of Casar, North Carolina, this scholarship fund was established to express a commitment to Christian higher education. Awards are made to music students who are in need of financial assistance.

Etta M. Elliott Memorial Music Scholarship: This scholarship was established in 1981 in memory of Mrs. Etta M. Elliott, wife of the late Philip L. Elliott, former Gardner-Webb University president. Priority is given to students interested in careers related to the fine and performing arts.

C.A. and Annie Rhotts Hoyle Memorial Music Scholarship: This scholarship was established in 1992 by an estate gift from Annie K. Hoyle of Sylva, North Carolina. Scholarship awards are made to deserving music majors with preference to organ majors.

W.H. Hudson Scholarship Fund: Established by Sue and Hill Hudson, Jr., in memory of W.H. Hudson, a former Gardner-Webb University Trustee and personal

friend of the late Philip Elliott, seventh president of Gardner-Webb University. The fund is to provide financial assistance to needy and worthy citizens from North and South Carolina with first preference being given to students from Cleveland County, studying in the field of sacred music. Recipients of this scholarship shall indicate their intent to pursue a church music career for at least five years after graduation.

Max and Mary Padgett Music Scholarship: Established in 1990 by Mr. and Mrs. Max Padgett of Hickory, North Carolina to provide scholarships to worthy and needy music students.

Spangler Music Scholarships: The fund was named in honor of Eloise and Evelyn Spangler of Shelby, North Carolina. Auditions are held annually for merit scholarships of varying amounts in all areas of music.

Other Fine and Performing Arts Scholarships:

George R. Cribb; Gardner-Webb University Music Faculty.

Handicapped Student Endowed Scholarships

William P. and Wilene C. Davis Scholarship For Hearing Impaired Students: Established in 1985 by William P. and Wilene Davis of Southern Pines, North Carolina, to provide financial assistance to needy and worthy hearing impaired students.

George T. Noel Memorial Fund for Visually Impaired Students: Marguerite Warren Noel established the fund in 1983 in memory of her husband, who was an ophthalmologist, to express their commitment to Christian higher education.

Marylene Noel Scholarship for Handicapped Students: Established by Mrs. Marguerite Warren Noel in 1989 in honor of her daughter Marylene. The scholarship provides financial assistance to needy and worthy handicapped students. Preference is given to students who are visually or hearing impaired.

Charles L. Sigmon Memorial Scholarship for Visually Impaired Students: Established in 1990 by Mrs. Charles L. (Lura B.) Sigmon and son Les C. Sigmon to provide financial assistance to worthy and needy visually impaired students.

Nancy Hope Willis Scholarship: Established in 1985 in honor of Nancy Hope Willis of Greensboro, North Carolina, the scholarship provides financial assistance to physically handicapped students.

Ministerial Endowed Scholarships

In addition to the Christian Service Organization endowed scholarships, the following funds have been established to assist students preparing for a full-time Christian vocation.

Lena Niven Ayers Memorial Christian Vocation Scholarship: Established in 1975 by Mr. and Mrs. John F. Ayers, Jr., of Charlotte, North Carolina, in memory of Mr. Ayers' mother, Mrs. Lena Niven Ayers, the funds are distributed to needy students.

D. Harding Caldwell Memorial Ministerial Scholarship: The Mountain View Baptist Church of the South Fork Association established this memorial to their

pastor. Preference is given to students from the Mountain View Baptist Church or from Catawba or Lincoln counties.

Beulah Rimmer Craig Scholarship: The fund was established in 1979 by Mrs. Beulah Rimmer Craig of Lincolnton, North Carolina, to express her commitment to Christian higher education and world missions. The scholarship provides financial aid to international students committed to the Christian way of life and who exemplify high Christian ideals, or to sons or daughters of missionaries.

Florence Baptist Church Scholarship: Established by Florence Baptist Church, Forest City, North Carolina, to provide financial assistance to students who have committed their lives to full-time Christian service.

Gaston Memorial Education Fund: The fund was established by O'Neil and the late W.F. Gaston of Belmont, North Carolina, in 1978 to honor Albert Forest Gaston and his wife, Vera L. Gaston, and to express a commitment to Christian higher education. The fund provides financial aid for needy and worthy full-time students. Preference is given to qualified applicants from First Baptist Church, Belmont, North Carolina.

Willie D. and Murleen G. Hall Ministerial Scholarship: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students.

A.D. and Ruth Park Harmon Memorial Ministerial Scholarship: The fund was established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb University, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor.

L.R. Harrill Memorial Ministerial Scholarship: Established by the late L.R. Harrill of Raleigh, North Carolina, the scholarship provides financial aid for a student or students preparing for service in the foreign mission field through the Foreign Mission Board of the Southern Baptist Convention.

Clyde B. and Kathryn B. Little Ministerial Scholarship: Established in 1987 by Mr. and Mrs. Little to assist needy and deserving students studying for the ministry.

Wendy Suzanne Hazelworth Love Memorial Scholarship: This scholarship was established in 1991 by Mr. and Mrs. John B. Hazelworth and Maureen Hazelworth Colwell in memory of their daughter and sister Wendy Suzanne Hazelworth. The scholarship assists worthy and needy students majoring in Religion whose goal it is to serve, after graduation, in some religious field in the Lutheran or other Christian church.

M.G. Martin Memorial Ministerial Scholarship: In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, created the M.G. Martin Memorial Scholarship.

Huel E. May Memorial Ministerial Scholarship: This scholarship was initiated by Mrs. Billie H. May to honor the memory of her husband, the Reverend Huel E. May.

Elizabeth Dudley Nolan Memorial Ministerial Scholarship: The fund was established at the bequest of Mrs. Nolan to assist needy ministerial students.

Race Path Baptist Church Ministerial Scholarship: This scholarship is given to a deserving student from the Race Path Baptist Church majoring in religion, religious education or church music. If no student from Race Path qualifies, this

scholarship may be given to any other deserving student majoring in religion, religious education or church music.

M.E. Shell Ministerial Scholarship: Established in 1979 by Mr. and Mrs. M.E. Shell of Valdese, North Carolina, scholarships are awarded to a minimum of two ministerial students, with preference being given to students from Burke County, North Carolina.

Donald Ervin and Betty Morris Smith Ministerial Scholarship: Mr. and Mrs. Donald E. Smith established this scholarship in 1985 to provide financial aid to full-time students. Preference is given to qualified applicants from Burke County, North Carolina.

Reverend and Mrs. H.M. Stroup Memorial Ministerial Scholarship: Established by the late Reverend and Mrs. H.M. Stroup of Spruce Pine, North Carolina. Southern Baptist students will receive first consideration.

Nursing Endowed Scholarships

Joseph H. and Carolyn C. Carroll, III Nursing Scholarship: This fund was established in 1990 by Mr. and Mrs. Carroll in memory of their son, Joseph H. (Joey) Carroll, IV. It provides financial assistance to deserving full-time nursing students with first preference given to the residents of Cleveland County.

W.P. and Pauline T. Ellis Nursing Scholarship: This scholarship was initiated in 1992 by Mr. and Mrs. W. P. Ellis, former residents of Shelby, North Carolina, to provide financial assistance to nursing students.

Robert R. and Jessie I. Forney Nursing Scholarship: Established in 1988 by Mr. and Mrs. Robert R. Forney of Shelby, North Carolina, to provide financial assistance to nursing majors. Preference will be given to residents of Cleveland, Rutherford and Gaston Counties who demonstrate academic ability, need and Christian citizenship. The recipient will be obligated to work in a hospital in Cleveland County, with preference given to Cleveland Memorial Hospital, one year for each year the scholarship-loan was received.

Albert D. Raines Memorial Nursing Scholarship: Established by Mrs. Doris Raines in 1979 to honor her husband and express a commitment to Christian higher education, the scholarship is awarded to students studying nursing, with a preference for students from South Carolina who are in need of financial assistance.

Ernest Julian Webb Memorial Nursing Scholarship: This scholarship was initiated by Mrs. Irene B. Webb to honor the memory of her late husband, Mr. Ernest Julian Webb. The fund is to provide financial assistance to worthy students enrolled in the Davis School of Nursing of Gardner-Webb University.

Financial Need Scholarships

Clarence N. Peeler Andrews Memorial Scholarship: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W.B. Andrews, established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors.

T.F. and Rhea Bridges Scholarship: Established in 1987 by Mr. and Mrs. T.F. Bridges of Shelby, North Carolina to provide financial assistance to needy and worthy students.

George Henry and Martha Jane Brittain memorial Scholarship: In 1965 L.H. Brittain of Shelby, North Carolina, gave property to Gardner-Webb for the purpose of endowing a scholarship in memory of his parents.

Mary Lide Doggett Memorial Scholarship: Established in 1981 through a bequest in her will, Mrs. Doggett, a former Latin professor at Gardner-Webb, requested that the money be used to help needy students.

Virgil M. Hailey Scholarship: The pastor emeritus of North Kannapolis Baptist Church, the Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this scholarship fund. A number of congregations served by Mr. Hailey contributed to the fund. Income is used to assist worthy students from the Cabarrus County area.

W. Shirley Haynie Memorial Scholarship: The fund was established in 1981 by Mrs. W. Shirley Haynie in memory of her husband to express their commitment to Christian higher education. Preference is given to qualified applicants from Gaston and Yadkin counties.

James A. and Hazel B. Hodge Scholarship: Established in 1989 by Mr. and Mrs. James Hodge to express their commitment to Christian higher education.

Garrie L. Kendrick Memorial Scholarship: Established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb Board of Trustees.

Mr. and Mrs. B.S. Mauney Memorial Scholarship: This scholarship was established in 1973 by the late Mrs. and Mrs. B.S. Mauney.

Daniel W. and Bettye A. Moore, Jr. Scholarship: Established in 1990 by Mr. and Mrs. Dan Moore, Jr. of Boiling Springs, North Carolina, to provide financial assistance to worthy full-time students.

Porter Brothers, Inc., Scholarship: In 1970 a fund was established by Porter Brothers, Inc., of Shelby, North Carolina, to assist needy and worthy students.

D.W. Royster, Sr., Memorial Scholarship: Established by the family and friends of D.W. Royster, Sr., this fund honors his memory.

S.S. Royster, Sr., Memorial Scholarship: Established in 1965 by the late D.W. Royster, Sr., of Shelby, North Carolina, this scholarship is named in memory of his parents, Dr. S.S. Royster and Mrs. Olive B. Royser.

Everett G. and Vera L. Spurling Scholarship: Established in 1971 by Mr. and Mrs. Everett G. Spurling to provide scholarships for needy and worthy students, with preference given to students from upper Cleveland County.

Charlene Stamey Memorial Scholarship: This scholarship was established by a gift from the estate of Charlene Stamey of Fallston, North Carolina, a long time trustee of Gardner-Webb.

J.P. Stevens and Company Scholarship: Established in 1965 by J.P. Stevens and Company to provide financial assistance for worthy and needy students, with preference to students from Cleveland County.

George Edward Sweet Memorial Scholarship: The scholarship was established by the family and the friends of Mr. Sweet.

James Orville "Dean" and Rubye Reynolds Terrell Scholarship: This scholarship was established in 1993 to provide financial assistance for needy and deserving students preparing for teaching careers. Dr. Terrell was a history professor for twenty-seven years at Gardner-Webb where he also served as Dean and Vice President. He was recognized as Dean Emeritus and received an honorary doctorate. Mrs. Terrell was a teacher in the public schools.

Annie Mae Miller Walker Scholarship: This scholarship was established in 1986 through a bequest in the will of Mrs. Walker, a philanthropist and lifelong resident of the Green Creek area of Polk County, North Carolina.

Margaret Young Memorial Scholarship: In 1966 Mr. J.F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created the scholarship as a memorial to Margaret Young.

Other Financial Need Endowed Scholarships:

Mr. and Mrs. Howard S. Berry; Anissa Bingham Memorial; D. Harding Caldwell; Ensign Ronald F. Carpenter Memorial; Susan Renae Cook Memorial; Lula Hamrick; Maxwell Hamrick Memorial; Gardner-Webb Board of Advisors; Nancy Holbrook; Jenny King; Minnie Connor Poston Memorial; Claude Proctor; Thomas Pruitt.

General Purpose Endowed Scholarships

C.L. Beam Memorial Scholarship: In 1966, Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a scholarship named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln counties in North Carolina.

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb University.

Cora C. Costner Memorial Scholarship: This fund was established in 1976 by Mr. and Mrs. W.F. Parker, daughter and son-in-law of Mrs. Costner. Preference is given to students from Cleveland and Rutherford counties.

Clyde J. Dotson Scholarship: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and Dr. T.L. Warren, of Hickory, North Carolina. The fund is designated to assist international students.

J.R. Dover, Jr., Memorial Scholarship: In 1962, J.R. Dover, Jr., established an endowed fund for scholarships.

Catherine Cline Falls and John Zimri Falls, Jr., Memorial Scholarship: Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Falls.

Joseph B. Freeman Education Fund: With initial funding provided by a group of Cleveland County friends, business people and professionals, the Joseph B. Freeman, Jr. Education Fund was established in 1991 to provide freshman year scholarships for promising students who do not have the financial resources to attend college. The scholarship is limited to graduates of high schools in Cleveland County. Further, the scholarship is intended for those few extraordinary individuals whose academic ability and motivation are good, but whose personal circumstances prohibit college. Gardner-Webb agrees to match, dollar-for-dollar, the Joseph B. Freeman, Jr. Education Fund given to students who attend Gardner-Webb as full-time students in the undergraduate program.

Gardner-Webb University Teacher Education Scholarship: Established in 1990 by Dr. Ralph L. Falls of Morganton, North Carolina. This fund provides financial assistance to worthy and/or needy full-time students preparing for a teaching career in the public schools.

Joseph W. Geddes Engineering Memorial Scholarship: In 1971, the University received funds from the estate of Joseph W. Geddes to establish a pre-engineering scholarship for needy and worthy students.

Hamrick-Perry Memorial Scholarship: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. Preference is given to students interested in Christian ministry, nursing, or education professions.

Earle A. and Adele G. Hamrick, Sr., Memorial Scholarship: This scholarship was established in memory of Earle A. Hamrick, Sr., by his wife. Qualified students from the Haywood County area are given first consideration.

Z.W. and Carl E. Jolley Memorial Scholarship: Established by the family and friends of Z.W. and Carl E. Jolley. The scholarship is awarded to a student who is interested in studying mathematics or computer science.

Kings Mountain/Gardner-Webb University Scholarship: Established in 1990 by the Kings Mountain City Council and Gardner-Webb University. The scholarship is awarded each year to a graduating senior of Kings Mountain High School who plans to attend Gardner-Webb University.

L.V. Lee Family Memorial Scholarship: The scholarship fund was established by Iva Sperling (Mrs. Norman B.) Lee to honor the memory of Lawrence Victor Lee, M.D., Susan Lattimore Lee, and Norman B. Dennett Lee, and to express their commitment to Christian higher education. The scholarships are given to students who have demonstrated need for financial assistance.

LeGrand-Ware Memorial Scholarship: Mr. and Mrs. R.T. LeGrand, Jr., of Shelby, North Carolina, established this scholarship in memory of their parents, Mr. and Mrs. Richard Torrance LeGrand, Sr., and Mr. and Mrs. Moffatt Alexander Ware. Nominations will be received in the spring for students entering the following fall from each high school in Cleveland County. Applicants must demonstrate a real interest in the free enterprise system and should show the potential for leadership as exhibited by school activities. The award will be divided equally over eight semesters, the Admissions and Financial Aid Committee may be requested to increase the award per semester.

David and Winifred Herbert Lindsay Scholarship: Established in 1989 by Mrs. Lindsay, a resident of Rutherford County, North Carolina, the fund provides financial assistance to worthy and needy full-time students. Preference is given to residents of Rutherford and area counties in North Carolina.

Randolph Martin Memorial Scholarship: This scholarship was established in 1969 by Mrs. Randolph Martin and her children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students. Financial need and ability are considered.

Joe T. and Ellen B. Moore, Sr. Scholarship: Established in 1989 by Mrs. Moore in memory of Mr. Moore to express their commitment to Christian higher education. The fund will provide financial assistance to full-time students with first preference is given to members of First Baptist Church, Belmont, North Carolina.

Mr. and Mrs. M.A. (Brick) Morris Scholarship: Mr. and Mrs. M.A. (Brick) Morris endowed a scholarship to aid students of good character who are in financial need. Students from South Carolina are considered first.

Professor and Mrs. M.A. Moseley, Jr., Memorial Scholarship: Established in 1987 by friends and former students in memory of the Moseleys to provide financial assistance to worthy students pursuing a degree in science. Preference is given to students majoring in chemistry.

Thomas P. Pruitt, Sr., Memorial Scholarship: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is honored through this fund by his wife, children, and friends. Needy Christian students are assisted.

Mr. and Mrs. Ray Small Academic Scholarship: This fund was established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, because of their interest in Christian higher education.

Elon and Etheleen M. Smawley Scholarship: Mr. and Mrs. Smawley established this scholarship in 1985 to provide financial assistance to students.

C.R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C.R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students. Preference is given to Cleveland County students.

Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarship: The fund was established by Earl W. and Evelyn H. Spangler of Shelby, North Carolina, in 1979 to express a commitment to Christian higher education. The scholarship is awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for general practical leadership. A selection committee, headed by the president of Gardner-Webb University, selects the recipient.

The Eloise and Pat Spangler Fund: This fund was established in 1981 by their many friends from across the Southeastern United States as an expression of appreciation for the Spanglers' years of public service. The fund provides graduate stipends for teaching assistantships.

Lee B. Weathers Scholarship: The fund was established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy

and needy students at Gardner-Webb University. Preference is given to students interested in journalism, public relations, or university publications. Also, children of any employee of the Shelby Star who apply shall be given preferential consideration if determined worthy by the University.

Annual Scholarships

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individuals achievement plan, Studiact, may receive a scholarship ranging in value from \$800 to \$1,800. These scholarships are made available by Gardner-Webb University; however, the application should be filed with the State Acteens Director, Baptist State Convention, Cary, N.C. 27511-1170 before April 1.

Alpha Epsilon Recruitment Grant: This \$200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

Mary Lou Causby Scholarship: The Mary Lou Causby Scholarship for \$300 is awarded annually to a rising sophomore nursing student. Preference is given to a former LPN or an older student who demonstrates maturity, dedication, and commitment to the nursing profession. The student should be deserving of financial assistance.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual \$500 scholarship provided a 2.5 grade point average is maintained on all work attempted, and provided the application is submitted by July 1 for fall semester and December 1 for spring semester.

Cleveland Memorial Hospital Scholarship: Established in 1987 to provide scholarships of up to \$2,000 to nursing students with preference given to residents of Cleveland, Rutherford, Burke, Lincoln and Gaston counties. The award will be a scholarship if the recipient works at Cleveland Memorial Hospital upon graduation. In the event the recipient fails to complete the nursing course of study, become licensed by the state of North Carolina, or declines employment at Cleveland Memorial Hospital the full amount received must be repaid to Gardner-Webb University.

Susan Renae Cook Memorial Scholarship: Established in 1993 by Mr. and Mrs. Franklin C. Cook in memory of their daughter. Financial assistance is given to students who plan a career in teaching. Preference is given to students from Clover, South Carolina.

FOCUS Scholarships: The Fellowship of Christians United in Service, a ministry of the Gardner-Webb University Baptist Student Union, gives four, or more, \$200 scholarships each year. One scholarship is awarded to the FOCUS coordinator-elect, and the others are awarded to students nominated by the FOCUS ministry and approved by the Admissions and Financial Planning Committee.

S.C. Harrill Memorial Fund: Mrs. S.C. Harrill and the late S.C. Harrill of Lattimore, North Carolina, established this scholarship in 1969 to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church.

Lutz Scholarship: State Representative Edith Lutz of Cleveland County dedicated her \$1,200 legislative salary increase to establish scholarships at Gardner-Webb University. Scholarships are awarded to a student from each of the three counties of Cleveland, Polk, and Rutherford. The scholarships will be based on financial need and will be available as long as her career in the State House lasts.

Lilly Hoyle Lutz Music Scholarship: Established by Mr. and Mrs. Ray Webb Lutz and Mr. and Mrs. Jack Lutz to provide financial assistance to a music major who participates in the Gardner-Webb University Community Orchestra. A scholarship of \$1,000 will be awarded annually on Awards Day for the following academic year.

J. Ray Lutz Memorial Scholarship: Established in 1988 by Petroleum World, Inc. of Cliffside, North Carolina, this \$2,000 scholarship is named in memory of J. Ray Lutz of Shelby. It is awarded to an entering freshman from Cleveland, Rutherford, Polk, McDowell, or Burke County.

Wilma L. McCurdy Memorial Fund Scholarships: Special consideration in awarding the scholarships is given to worthy students from Stanly County. However, all scholarships are awarded to worthy students of North Carolina.

Ministerial Board of Associates Scholarship Program: Each member of the Ministerial Board of Associates may recommend a student for the scholarship to be awarded in his name. The scholarship is available to first-time Gardner-Webb students, freshman or transfer, and is for \$1,000 to be credited at the rate of \$125 each semester for eight semesters. The recommendation must be mailed by June 1 for fall semester and December 1 for spring semester to the Director of Financial Planning, Gardner-Webb University.

Minister's Dependent Scholarship: Each dependent of an ordained Baptist minister may receive a \$1,000 scholarship each academic year upon completion of the Minister's Dependent Scholarship application. The minister whose dependent claims the scholarship must be a full-time minister of a Southern Baptist Church or an ordained, full-time employee of a SBC-affiliated State Convention or agency. The recipient must be a full-time student. He/she must maintain at least a 2.5 cumulative grade point average to be eligible for renewal each year.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassadors Service Aide program may receive a scholarship ranging in value from \$800 to \$1600. These scholarships are made available by Gardner-Webb; however, the application should be filed with the Baptist State Convention, Brotherhood Department, Box 1107, Cary, N.C. 27511-1107 before April 1.

D.A. Tedder Scholarship: This is a \$200 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughter, Mrs. Fredrick Swift. The scholarship is awarded to an able and deserving ministerial student.

Gardner-Webb University Loan Funds

The following guidelines govern the Gardner-Webb University revolving loan funds:

- (1) all transactions, such as signing the promissory note, are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb University
- (2) the maximum loan for an academic year is \$2,500.
- (3) terms of the loan:
 - (a) repayment begins six months after termination of education at Gardner-Webb University.
 - (b) repayment rate will be \$50 monthly plus interest or the amount needed to repay the loan within the maximum 10-year repayment period.
 - (c) the rate of interest is eight percent computed on the unpaid balance.
 - (d) the borrower is responsible for any litigation fees incurred because of delinquency.
- (4) the student must reapply when additional funds are needed since loans are not automatically renewed.

Loan Funds

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in 1970 by the Department of Business Administration (The Broyhill School of Management) for majors within the department who are having difficulty financing their education. The loan is available to juniors or seniors

The Dewitt and Alma B. Anthony Student Loan Fund: This fund was established in 1983 at the request of the late Mrs. Alma Anthony Greene as a memorial to her parents.

C.B. Baker Loan Fund: Mr. C.B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb University. This amount is used to help students dedicated to full-time Christian Service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Baptist Association has provided a loan fund to be used for assistance to worthy young men and women with the understanding that the young people of Beaver Dam have first consideration in awarding these funds.

Boiling Springs Baptist Church Loan Fund: In 1973 Boiling Springs Baptist Church established a student loan fund to help worthy and needy students.

J. Herbert Bridges Loan Fund: The fund was established in 1949 by J. Herbert Bridges of Charlotte, North Carolina.

W.B. and Louise P. Camp Fund: Established in 1972 by Mr. and Mrs. W.B. Camp of Bakersfield, California.

Beuna B. Carpenter Floral Loan Fund: The fund was established to assist those who are preparing for any phase of full-time Christian Service.

Mr. and Mrs. Thomas Ray Causby Loan Fund: This loan is awarded to a worthy student. The recipient may make a contribution to the fund to help future students.

Cleveland County Medical Society Student Loan Fund: Established to provide financial assistance to nursing students at Gardner-Webb University who are residents of Cleveland County and who have made a commitment to serve as nurses in Cleveland County following their graduation.

R.I. Corbett Ministerial Loan Fund: The Reverend R.I. Corbett of Marion, North Carolina, established this fund to assist worthy students who have chosen a Christian vocation.

Melba Currie Student Loan Fund: Established as a loan fund for those who plan to enter a Christian vocation, first priority is given to students from Hillcrest Baptist Church, Charlotte, North Carolina. The maximum loan is \$500 per student.

A.V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A.V. Dedmon, Sr., of Shelby, North Carolina.

Hubert C. Dixon Mathematics Loan Fund: This fund was established in 1975 to provide a source of financial assistance to junior and senior mathematics majors who need financial aid. It was named to honor the memory of Professor Hubert C. Dixon, who served Gardner-Webb University well in many capacities for forty-one years.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P.L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students.

Mr. and Mrs. Eugene Elmore Loan Fund: Established in 1977 to assist students studying for the ministry, religious education, or ministry of music, loans are made according to need.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina.

Mary Harwell Groves Loan Fund: Barron G. Groves established a loan fund in 1972 in memory of his wife, Mrs. Mary Hartwell Groves.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Lewis G. Harrelson and the late Dr. Michael A. Harrelson established a loan fund for biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Marion Hinson Loan Fund: In 1950 Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina, established the fund as a memorial to their son, Marion Hinson.

J.D. Huggins Memorial Loan Fund: This fund was established in 1975 by Hanson D. Powers, Sr., in memory of J.D. Huggins, Sr.

Joseph Henry Jones Memorial Loan Fund: This fund, in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J.H. Jones and other friends.

Ada Harris Knowles Loan Fund: The fund was established in 1968 by Tom Knowles of Davidson, North Carolina, in memory of his father.

Jimmy Ray Lail Memorial Loan Fund: Jimmy Lail was a Gardner-Webb ministerial student in whose memory this fund was created in 1974 by his wife and daughter. Additional memorials have been made by relatives and friends. Students

preparing for full-time Christian service or other vocations are eligible to apply for this loan.

John Maclaren Lawrence Memorial Loan Fund: In 1954 the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina, established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina, bequeathed funds to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: The fund was established in 1956 by Gardner-Webb students, faculty members, and friends in memory of David Pressley.

Rush Stoup Loan Fund: Mrs. Mae Cline Stroup of Shelby, North Carolina, established this fund in 1947 in memory of her husband, Rush Stoup. The fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A.T. Withrow established this fund in 1974. The loans are made to students in the Gardner-Webb nursing program. Students are encouraged to contribute to the fund after paying off their notes.

Tom Withrow Foundation Loan Fund: In 1953 A.T. Withrow of Charlotte, North Carolina, established the fund.

Other Loan Funds:

Charles Andrews Foreign Language Loan Fund; Board of Associates Loan Fund; Branch Banking and Trust Loan Fund; Cove Creek Baptist Church Loan fund; First Baptist Church, Shelby, North Carolina; Gastonia Altrusa Loan Fund; Mr. and Mrs. Coleman Goforth Loan Fund; Gold Loan Fund; Dr. C.H. Harrill Loan Fund; Hendrix Batting Company Loan Fund; G.W. and N.B. Kendrick Loan Fund; L. & R. Oil Company Loan Fund; Logan Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Scism Loan Fund; Shelby Kiwanis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T.M. Stanback Loan Fund; Mrs. Fields Young Sr. Loan Fund.

University Work Program

Gardner-Webb University provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the need analysis from the American College Testing Program. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library and departmental offices.

Federal Assistance Programs

Any student enrolled or accepted for enrollment in an eligible program at Gardner-Webb University may receive assistance under the Title IV Programs if he/she:

- (1) is a citizen or permanent resident of the United States.
- (2) has met the Selective Service Requirement.
- (3) is maintaining satisfactory progress according to established standards.
- (4) does not owe a refund on a grant or is not in default on a loan received at Gardner-Webb or any other postsecondary institution.
- (5) completes the Family Financial Statement (ACT).

Pell Grant Program: Students may apply for a Pell Grant by completing the need analysis form. A three-part Student Aid Report will be forwarded to the student for submission to the Financial Planning Office. Grant amounts are determined by the Financial Planning Office from a payment schedule provided by the Department of Education.

Supplemental Educational Opportunity Grant (SEOG): Grants are awarded to students with exceptional need with priority given to students receiving Pell Grants. Grants range from \$100 to \$4,000 per year.

University Work-Study Program: The University participates in the University Work-Study Program to provide jobs for students. Employment is arranged on campus or off campus with a public or non-profit agency, such as a hospital, library, or recreational facility. Students are paid the current minimum wage rate.

Perkins Loans: First priority will be given to students with exceptional need. An undergraduate student may borrow up to a maximum of \$9,000 for undergraduate study. Students may borrow up to a maximum of \$18,000 for study toward a professional or graduate degree, including loans borrowed for undergraduate study. Repayment of principal and interest of five percent begins nine months after the student ceases to be enrolled at least half-time. Interest accrues at the rate of five percent on the unpaid balance.

Robert T. Stafford Student Loan: Loans may be made by banks, savings and loan associations and private non-profit agencies guaranteed by State Assistance Authorities. The loans are insured by the Federal Government. Students may borrow up to \$2,625 for the first two years of their undergraduate program. Juniors and seniors may borrow up to \$4,000 per academic year. Graduate and professional students may borrow up to \$7,500 per academic year. Payments of principal and interest begin six months after graduation or other separation from the University.

Supplemental Loans for Students: Eligible graduate and professional students and independent undergraduate students may borrow up to \$4,000 per academic year with an aggregate loan maximum of \$20,000. These loan limits do not include amounts borrowed under the GLS and PLUS Programs. This loan is not based on need. Applications may be secured from the Financial Planning Office.

PLUS Loan Program: Parents may borrow for either dependent undergraduate or dependent graduate/professional students. The maximum amount a parent may borrow is \$4,000 per academic year, with an aggregate loan maximum for each eligible student of \$20,000. These loan limits do not include amounts borrowed

by a student under the GSL or SLS programs and are not based on need. Applications are available in the Financial Planning Office.

State Assistance Programs

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State.

North Carolina Contractual Scholarship Program: Awarded to North Carolina residents showing need on their need analysis form. Amounts awarded vary depending on need.

North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate substantial financial need as determined through an approved need analysis form. Awards range from \$200 to \$1500 per year depending on financial need.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State. The award is \$2000 per year and is a scholarship if the recipient teaches in North Carolina public schools. The deadline for submitting the application is March 1.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

Nurse Education Scholarship Loan Program (NESLP): Established by the 1989 NC General Assembly to assist students enrolled in a nurse education program leading to a certificate or degree that enables the holder to sit for licensure in North Carolina as a Licensed Practical Nurse or a Registered Nurse. Awards are based on financial need.

The North Carolina Nurse Scholars Program (NSP): Established by the NC General Assembly in 1989 to provide college scholarships for outstanding high school graduates interested in becoming a registered nurse. The program also makes awards for licensed RNs who return to school to earn the baccalaureate degree. An applicant must be admitted to the nurse education program prior to being awarded the Nurse Scholarship. Application forms are made available to eligible students after February 1.

The Paul Douglas Teacher Scholarship Program (PDTS): Established by Congress in 1985 to provide college scholarships for outstanding high school graduates to encourage and enable them to pursue teaching careers at the preschool, elementary, or secondary level. The Paul Douglas Teacher Scholarship may be received for a maximum of four academic years subject to Congressional appropriations. Applications may be obtained in January. The application deadline is April 15.

Private Assistance Programs

A.J. Fletcher Music Scholars Program: This scholarship fund was established in 1983. Each year A.J. Fletcher Scholars are selected by audition. For further information, contact the chair of the Department of Fine Arts.

James G.K. McClure Educational and Development Fund Scholarships: Founded in 1927, this fund named in memory of James G.K. McClure, provides scholarships to students from Western North Carolina who demonstrate academic promise and financial need. Scholarships are provided to entering freshman and to health career majors.

Nido Qubein & Associates, Inc.: High Point area students attending any private North Carolina college and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Qubein and Associates, Inc., PO Box 5367, High Point, North Carolina 27262. Applications must be received no later than April 15.

Lettie Pate Whitehead Foundation: Provides scholarships for women from either of the following states: Georgia, North Carolina, South Carolina, Virginia, Louisiana, Mississippi, Alabama, Tennessee, and Florida. Scholarships are based on need and are awarded to students majoring in Nursing and are also available to students who are hearing or visually impaired.



Academic Regulations

Degree Requirements

Degrees and Major Fields

Gardner-Webb University offers the following degrees and major fields of study:

Master's Programs

Master of Arts (M.A.); Master of Divinity (M.Div.); Master of Business Administration (M.B.A.)

Areas are: Agency Counseling, Business, Christian Ministries, Divinity, Education, Physical Education, School Counseling and Theology.

See the graduate catalogs for programs and degree requirements.

Bachelor of Arts (B.A.)

Communications

English

English-Teacher Certification

French

French-Teacher Certification

History

Music

Music Education

Religious Studies

Religion

Religious Studies

Education Studies

Sacred Music

Social Sciences

Social Sciences-Teacher Certification

Sociology

Spanish

Spanish-Teacher Certification

Bachelor of Science (B.S.)

Accounting

Administrative Management

Biology

Biology-Teacher Certification

Business Administration

Chemistry

Chemistry-Teacher Certification

Computer Science

Elementary (K-6)*

Health Education

Health Education-Teacher Certification (K-12)

International Business

Management Information Systems

Mathematics

Mathematics-Teacher Certification

Medical Technology

Physical Education

Physical Education-Teacher Education (K-12)

Physician Assistant

Psychology

Bachelor of Science (B.S.)

Dual-Degree Programs in Engineering with UNCC and Auburn Universities

Bachelor of Science in Nursing (B.S.N.)

Statesville campus only

Associate of Arts (A.A.)

Nursing

Sign Language Studies

Bachelor's Degree Requirements

Gardner-Webb University offers an academic program consisting of a minimum of 128 semester hours of credit for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or preprofessional area, minor(s), a general studies program, and elective courses. Most of the programs also require a minor field of concentration. To earn a baccalaureate degree the student completes the academic program below:

Completion of General Studies as follows:

Basic Course Requirements

Semester Hours Required

I. Communication

Communication is the effective, systematic presentation and understanding of information, ideas, and feelings. Communication encompasses listening and interpretation and involves oral, written, and visual media.

Gardner-Webb graduates will be able to communicate effectively

English 101 and 102.....	6
Foreign Language:.....	6

Six semester hours required.

Entry level determined by testing. (Please read explanatory Note 1 at end.)

Choose from those courses listed below:

- French 101, 102, 201, 202, 211, 212
- Spanish 101, 102, 201, 202, 211, 212
- Greek 101, 102, 201, 202
- Sign Language 101, 102, 103

Choose one from those courses listed below:.....2-6

- Communications 250, Business Administration 325, Communications 280, Theatre Arts 240 (Acting I), Education 450, Religion 354, or two semesters of active participation in Communications 290 (Debate)

II. Critical Thinking

Liberal educated persons must be able to go beyond facts. They must be able to use facts to analyze situations and reach conclusions, use reasoning processes, understand the meaning of words, state appropriate hypotheses, reason mathematically and learn to question opinions.

Gardner-Webb graduates will be able to evaluate facts and ideas critically and to reach conclusions in a logical and consistent manner.

Choose two courses from the following:

Math 101, 105, 110, 115, 219, 221	6
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Computer literacy requirement (see Note 2 at end)

III. The Natural World

The study of the natural world is a pursuit of knowledge and understanding of the planetary environment using observation and investigation.

Gardner-Webb graduates will understand the fundamental concepts of the physical and biological sciences, and consequently will understand and appreciate humanity's role in nature and its obligation as a steward of the natural world.

Select one of the following:

Biology 101 or 1044

Select one of the following:

Chemistry 103, 1114

Geology 101, 102, 105

Physics 103, 104, 201, 203

IV. Personal Development

Personal development is the continuous effort of the individual to reach his or her fullest potential spiritually, mentally, emotionally, socially, and physically.

Gardner-Webb graduates will be able to select and demonstrate skills necessary for physical well-being, emotional stability, coping, conflict-resolution, decision-making, and tolerance.

Contemporary College Experience1

Health 221 or Psychology 2803

Physical Education

One course from the following:1

Physical Education 101, 102, 103, 104

One course from the following:1

Physical Education 200, 201, 202, 203, 204, 205, 206, 207, 208, 209

V. Civilization

The study of civilization challenges students to confront the foundation of human society which explore the entire realm of human experience.

Gardner-Webb graduates will understand the development of society and the individual's role and moral responsibility, thus engendering good citizenship, self-discovery and understanding of the contemporary world.

History 101 and 1026

Social Science 2053

VI. Aesthetics

Aesthetics is the area of learning which explores the meaning and awareness of truth and beauty and contributes to the awakening of the senses to both the created natural order and human accomplishment. Aesthetics is expressed in the natural world and communicated through practical and historical aspects of the fine arts--visual arts, performing arts, and environmental arts--as well as in various forms of literary expression.

Gardner-Webb graduates will have an awareness and understanding of the various fine arts and how they are created and expressed.

Art 225 or Music 225 (Music 226 Music Majors only)3

Literature

Select one of the following:

English 230, 231, 232, 2443

VII. Christianity

A liberal education must give attention to the universal religious dimensions of culture and life. Gardner-Webb University is committed to Christianity and feels

that studying its Biblical bases and current implications is an essential part of our liberal arts approach.

Gardner-Webb graduates will be equipped for life-long reading of the Bible, for confronting and intelligently dealing with great issues and ideas, and for adopting appropriate life-long habits of study, reflection and action.

Religion 101 and 102.....6

VIII. Dimensions

Students are required to attend the Dimensions Program (formerly called Convocation) each semester of full-time enrollment, for a maximum of six semesters of credit. (See Note 3)3

Notes

- (1) The following guidelines apply to the foreign language requirement:
 - (a) Students must complete 6 semester hours of one foreign language, selected either from those offered by Gardner-Webb or any foreign language courses transferred from an accredited institution of higher learning. American Sign Language will be deemed a foreign language for purposes of this requirement.
 - (b) International students whose native language is a language other than English will not be required to complete additional courses in a foreign language other than English.
 - (c) Students may receive advanced placement in French or Spanish. Students receiving such credits will complete their six semester hour foreign language requirement at the intermediate level or higher. Students who place into the intermediate level of a particular language (201 or 211) will receive six semester hours of elective credit if they complete 201-202 (or 211) with grades of C or higher.
 - (d) Deaf students who are certified by the appropriate Gardner-Webb faculty to be fluent in American Sign Language will not be required to take additional foreign language courses.
- (2) Computer literacy is a graduation requirement which may be met in one of two ways: by completing a course, or courses, designated computer intensive, or by making a passing score on a special test for computer literacy administered by the University.
- (3) Each student is required to enroll for a DIMENSIONS course each semester of full-time enrollment at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students who meet requirements earn 1/2 semester hour of credit each term. Part-time students must earn 1/2 semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned.* (The required DIMENSIONS courses are numbered 111-116; elective DIMENSIONS courses are numbered 117-118.) Students receiving an F in DIMENSIONS must repeat the course the following semester. Failure to receive a passing grade during the semester that the course is repeated will result in the student being placed on DIMENSIONS probation until the F's are successfully repeated. Students who fail DIMENSIONS three semesters will be suspended from the University. In order to be reinstated, the student must register for and satisfactorily complete a DIMENSIONS experience during the summer term.

- (4) The last academic year (30 semester hours or more) must be taken at Gardner-Webb.
- (5) Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must attend the next commencement exercise.
- (6) Students must demonstrate competence in English, reading and mathematics prior to beginning General Studies courses in those areas.
- (7) A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system is required for graduation, both on all work transferred and on that work attempted at Gardner-Webb.
- (8) The student must have a minimum grade of "C" on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.
- (9) The student must have an overall 2.00 average on all work counted toward any minor. A transfer student must complete at least nine hours of the required minor at Gardner-Webb.
- (10) The student transferring from a two-year college is required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities.
- (11) The student is responsible for making official application for graduation to the Registrar no later than the end of pre-registration during the regular semester immediately prior to the final semester of study. For students completing requirements for graduation in December, the application for graduation must be submitted to the Registrar no later than July 15, 1993. For students participating in the Spring Commencement Exercises, the application for graduation must be submitted to the Registrar no later than November 15, 1993. For students participating in the Summer Commencement Exercises, the application for graduation must be submitted to the Registrar no later than March 30, 1994. A late charge will be assessed for applications for graduation submitted after these dates. The absolute deadline for application for graduation with payment of late fee is as follows: Fall '93, September 1, 1993; Spring '94, January 15, 1994; and Summer '94, May 29, 1994.

Student Responsibility

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including the preceding requirements for graduation.

Associate Degree Requirements

Gardner-Webb University offers associate degree programs in Nursing and Sign Language Studies. A minimum of 68 semester hours is required for Nursing and 67 hours for Sign Language Studies for graduation. Up to two semester hours of credit for DIMENSIONS attendance may be applied toward the degree. Specific course requirements for the associate degree program are listed in the courses of instruction.

The student is required to take the final 24 semester hours at Gardner-Webb.

The student must have a minimum grade of "C" on each course required in the major field.

A minimum grade point average of 2.00 on a 4.00 scale is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb.

Two semester hours of Dimensions for Sign Language Studies majors and one semester hour for Nursing majors are required.

The student is required to participate in commencement exercises.

The student is responsible for applying officially to the Registrar for graduation. Application deadlines are as follows: July 15, 1993 (for completion of requirements in December, 1993) November 15, 1993 (for spring graduation) and March 30, 1994 (for summer graduation).

The student bears the final responsibility for fulfilling all the requirements for the chosen degree program. It is the student's responsibility to be familiar with the preceding requirements for graduation.

The Major

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the junior year. However, students in music, natural sciences, nursing and education should begin their major in their freshman year. Requirements for each major are listed with the courses of instruction.

Registration of the intention to major with a particular department is required. A request is submitted to the chair of the department. The academic advising of all declared majors within a department is the responsibility of the chair. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 semester hours in a secondary field as approved by the departmental chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one half of the major(s) at Gardner-Webb.

The Minor

A student may choose any minor offered by the University unless the department of the major field of study specifies a specific minor. A minimum of nine hours of the minor must be taken from Gardner-Webb University. Requirements for this minor may be fulfilled by satisfactory completion of cross-discipline courses selected by the student or recommended by the major department. Advisement regarding minor requirements will be the responsibility of the department of the student's major. Consultation with the chair of the minor is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chairs of the major department and the minor department and filed with the Registrar.

The minor field consists of a minimum of 15 semester hours. A transfer student must complete at least nine hours of the minor at Gardner-Webb University.

Requirements for each minor field are listed with the courses of instruction. The following minor fields are available:

Art	Health Science
Athletic Training	History
Biblical Languages and Literature	International Business
Biblical Studies	Management
Biology	Management Information Systems
Business Administration	Marketing
Chemistry	Mathematics
Christian History and Thought	Music
Classical Languages	Physical Science
Coaching	Political Science
Communications	Professional Education
Computer Science	Psychology
Criminal Justice	Religious Studies
Economics	Sign Language Studies
English	Social Sciences
Foreign Languages	Sociology
French	Spanish
General Science	Theater Arts
Health Education	

Learning Assistance Program Basic Skills Courses

As part of the Learning Assistance Program, basic skills courses in writing, reading, and mathematics will be required of all students who enter Gardner-Webb with background deficiencies in any or all of these areas. Students placed in these courses may be required to take a reduced, selected course load. These courses are taken in addition to the Basic Course Requirements; however, elective college credit may be earned for the successful completion of basic skills courses. Any Learning Assistance Program basic skills course for which a student receives a D or F must be repeated.

Students with unsatisfactory performance in the Learning Assistance Program will be subject to academic dismissal from Gardner-Webb University. Students failing one or more LAP courses due to excessive absences will be placed on academic suspension.

Contemporary College Experience

Contemporary College Experience is a comprehensive course designed to help students develop an effective balance of academic achievement and personal growth which will contribute to their success. Topics include goal setting, study skills, time management, exam preparation, and wellness.

DIMENSIONS

DIMENSIONS is a series of programs offered for credit each fall and spring semester on a pass/fail basis. DIMENSIONS supports the purpose of Gardner-Webb University, which includes a commitment to the Christian faith, the pursuit of intellectual and cultural enrichment and the fostering of a sense of community. Consequently, the three primary objectives of the DIMENSIONS program are:

- (1) To provide opportunities for spiritual growth through worship experiences and programs of a religious nature, all in the context of Gardner-Webb University's strong commitment to the Christian faith.
- (2) To enhance the academic program of the University by providing opportunities for intellectual and cultural enrichment, to include programs of an academic nature as well as dramatic, musical and other cultural events.
- (3) To promote a sense of community by regularly bringing together students, faculty, staff and friends of the University. While all DIMENSIONS events help to achieve this objective, the Fall University Convocation at the beginning of the academic year and the annual academic Awards Day in the Spring are examples of bringing the University family together for highly meaningful events.

Students who meet requirements earn 1/2 semester hour credit each term. Each student is required to enroll for DIMENSIONS courses each semester of full-time enrollment at Gardner-Webb until a minimum of three semester hours has been earned. Part-time students must earn 1/2 semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students receiving an "F" on DIMENSIONS are required to repeat the course the following semester. Students who fail a second time will be placed on DIMENSIONS probation. Three grades of "F" on DIMENSIONS will result in suspension from the University.

Any exemption from DIMENSIONS is determined by the Dean of Academic Affairs.

General Academic Regulations

Registration and Courses

Classification

Classifications are made at the beginning of the academic year in August or at the time of the student's enrollment.

A sophomore must have removed all entrance conditions and have completed 30 semester hours of work toward a degree.

A junior must have completed 60 semester hours, and a senior, 90 semester hours.

Special students include all persons enrolled at the University who are not seeking a degree.

Course Load

The unit of credit at Gardner-Webb University is the semester hour. A student is considered full-time if enrolled for 12 semester hours or more. The normal load is

16 semester hours, and any student in good standing may enroll for as many as 18 semester hours.

No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given prior permission by the Office of Residence Life.

The normal load for each term of summer school is 6 semester hours or a 4-semester-hour laboratory course plus one three-semester hour course.

Course Registration

Students are expected to register for themselves at the designated days in August and January. Registration information is made available to all students. Registration includes academic advising, selection of courses and payment of fees. Before preregistration or registration, each student should consult with his or her academic adviser on course selection, General Studies requirements, major requirements and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed.

Unless the student and his adviser consider it essential, a student should not change the schedule after registration.

Auditing Courses

Any Gardner-Webb University student may audit a course for a nominal charge. An Audit form must be completed and filed with the Registrar's Office prior to the end of the Drop/Add period (first week of classes).

Area residents not desiring credit may audit a course for a nominal charge provided an application is filed with the Admissions Office and approval of the Academic Dean is received.

Changes in Class and Schedule

The University reserves the right to cancel or discontinue any course because of small enrollment or for other reasons deemed necessary. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached. The University reserves the right to make changes in schedule and/or faculty when necessary.

Adding and Dropping Courses

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic adviser and the Registrar within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless required by the University.

When a student officially withdraws from a course a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for dropping an individual course is four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses that include a written project/paper which shall become part of the holdings of the Dover Library at the conclusion of the course.

Independent study is open to students with junior and senior standing and requires the approval of the professor offering the study, the student's major department, and the concurrence of the Academic Dean. The proposal must be submitted and approved by the end of the semester preceding the study. No more than six hours credit in independent study may be applied toward graduation requirements.

Course by Arrangement

A course by arrangement is restricted to a catalog course which is not offered by the University during a given semester or cannot be scheduled by the student. The course might be offered to the student on a one-to-one basis. The option is limited to instances of extenuating circumstances. Approval of the professor, department chair, and Academic Dean is required.

Overload

A student whose cumulative grade point average is less than 2.00 may not register for more than 18 hours in the fall/spring terms and not more than 6 hours in each summer term.

Repeat Courses

Only courses with a grade of "D," "F," or "WF" may be repeated. When a course is repeated at Gardner-Webb, only the higher grade is counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript.

Attendance

Class Attendance

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings. Students are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to do so will result in loss of credit for the course. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the professor prior to the absence.

Absence From Tests and Examinations

Students who miss scheduled tests and examinations without excusable reasons may not make up such assignments. Authorization to make up tests missed for excusable reasons is obtained from the professor of the class.

A student who does not take the final examination at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Grades and Reports

Grading System and Quality Points

Graduation is dependent upon quality as well as upon quantity of work done.

A student earns quality points as well as semester hours if the level of performance does not fall below that of "D."

Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

<u>Grades</u>	<u>Hours Attempted Per Credit Hour</u>	<u>Quality Points Per Credit Hour</u>
A--Exceptional	1	4
B--Outstanding	1	3
C--Satisfactory	1	2
D--Marginal	1	1
F--Failing	1	0
P--Passing	0	0
I--Incomplete	1	0
W--Withdrew without penalty	0	0
WP--Withdrew passing	0	0
WF--Withdrew failing	1	0
TR--Transfer Credit	Hours Credit Only	Hours Credit Only
CR--Credit	Hours Credit Only	Hours Credit Only
AU--Auditor	0	0
Repeated--Repeated Course	0	0
#--Higher Attempt		
Multiplied by Quality Points	1	Computed According to Grade for Final Grade

An I is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until the mid-term grade report of the next semester to complete the course work and remove the I; otherwise an F will be automatically assigned by the Registrar's Office.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a WF or WP

is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

The last date for dropping an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course (including summer school). After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Once a grade has been submitted to the Registrar, it will not be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process described below.

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be unfair may appeal to the instructor, the department chair, the Academic Dean and the Educational Policies and Standards Committee, in that order. The last date to initiate a grade appeal is the end of the following semester.

Under no circumstances will a grade be changed, after having been reported to the Registrar, without the approval of the Academic Dean.

Grade Point Average

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Three Grade Point Averages are significant for each student: the semester GPA; the GPA for work taken at Gardner-Webb; and the overall GPA, which includes any work taken at other institutions as well as the student's work at Gardner-Webb. The Overall GPA is calculated manually for University-related agencies, Alpha Chi adviser, and departments requiring the overall GPA and includes all work attempted at previous colleges.

Grade Reports

Each student receives a course grade at the end of the semester. Final and mid-term grade reports will be mailed to undergraduates and their parents (at the student's permanent address), unless the student informs the Registrar's Office in writing that he or she is not a legal dependent of his or her parents and by submitting a copy of the parents' most recent income tax return to the financial aid office. Mid-term grades are submitted for freshmen and for students making D's or F's. However, mid-semester grades serve as progress reports and are not entered on students' permanent records.

Honors and Awards

Semester Honors

Two lists of honor students are posted each semester:

- (1) Dean's List--Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Grade Point Average, and students taking 15 hours or more must have a 3.7 or better with no grade below C.
- (2) Honor Roll--Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Grade Point Average with no grade below C, and students taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below C.

Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at the Spring Commencement. Other class awards are made at Fall Convocation.

In memory of former Professor J.D. Huggins, the late L.R. Harrill established a citizenship medal to a male graduate recognized for scholarship and participation in University activities.

In memory of the late Miss Etta L. Curtis, Mrs. Bonnie R. Price offers a citizenship medal to a female graduate recognized for scholarship and participation in University activities.

The winners of these awards are selected by the faculty.

Graduation Honors

To be considered for baccalaureate honors a graduating student must complete a minimum of 64 hours at Gardner-Webb University and his or her GPA for that work taken here must merit honors. Those in the upper 12% of the graduating class will receive honors. One-sixth of those so designated will graduate summa cum laude; one-third will graduate magna cum laude; and one-half will graduate cum laude. This Standard will be applied to graduates in each of the following categories: Arts/Sciences, Elementary Education/Physical Education, Day Business, GOAL Arts/Sciences, and GOAL Business. This provision will apply to the Spring 1994 graduating class.

Associate degree students whose GPAs are 3.2 or more are designated as Honor Students.

Honors Program

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through their academic and co-curricular accomplishments, preparation for graduate school, and special activities. Students who participate in the Honors Program, complete a minimum of 24 semester hours of Honor's courses, and receive the recommendation of the Honors faculty, will receive "Honors Program" recognition during commencement exercises.

Student Access to Educational Records

Gardner-Webb University complies with the Family Educational Rights and Privacy Act of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records which lists all student educational records maintained by this institution.

Information known as Directory Information will be published unless the student specifically requests the Registrar's Office withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

Transcripts of Student Records

Requests for copies of a student's record should be made to the Office of the Registrar. All transcripts will reflect the student's complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University.

Work at Other Institutions

Students who plan to take courses at other institutions during a regular term or summer session must have the prior written permission of the Registrar. The consent of the chair of the department in which the student is majoring is also required. The Registrar will give such permission for work only in fully accredited institutions. Credit is allowed only for courses of college level which also are allowed toward graduation by the institution conducting the summer school. Correspondence courses, taken as a transient student, will not be approved for transfer. After completion of such courses, the student requests that an official transcript be sent to the Registrar, Gardner-Webb University.

The University is not obligated to accept credit for any course when prior permission has not been granted. Study at another institution cannot be used to improve a student's academic standing. Credit may be transferred only for courses on which the student has earned a C or better. A course on which a student made a D, except a course counted in the major, may be used to satisfy a course requirement but carries no hours credit. The student must meet graduation requirements for the total number of hours required.

Academic Appeals

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal to the Academic Dean and the Educational Policies and Standards Committee, in that order.

For the policy concerning the appeal of a grade, see the section entitled "Grades and Reports."

All academic appeals (other than grades as noted above) should be made in writing no more than eighteen months after the date of the decision being appealed.

Academic Standards and Withdrawal

Retaining Membership in the Student Body

Students once admitted to the University, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the University to require each registered student to reaffirm annually the desire and intention to retain membership in the student body.

Completing or updating a Housing or Commuter Contract is required during the Spring Semester. Advance deposits are required each semester as indicated in the financial section.

Retention Standards

Standards for acceptable academic progress at Gardner-Webb University are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. If their academic achievement should not improve, they are in danger of being suspended from the University.

Students will be placed on probation whose cumulative grade point average falls below these minimum standards:

Freshmen 0 to 29 hours	1.5
Sophomores 30 to 59 hours	1.7
Juniors 60 to 89 hours	1.9
Seniors 90 hours and above	2.0

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester while on probation.

In order to be removed from academic probation, the student must bring the cumulative average up to the appropriate minimum standard. If the student fails to bring the cumulative average to a satisfactory level during the probation semester but the semester's average is at or above the minimum required, probation will be continued for another semester.

If, at any time, while he is on academic probation the student's semester and cumulative average fall below the requirement, the student will be placed on academic suspension. The student will be suspended from the University for the next fall or spring semester. At the end of a one-semester suspension the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation.

Should a second academic suspension occur, it will be for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. If placed on suspension a third time, the student will be suspended for two semesters.

Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from the University are not automatically reinstated.

ed upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Academic Dean.

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study will be treated as an extension of the spring semester. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

Withdrawal, Suspension and Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal.

Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Registrar Office. Honorable withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in the recording of "F" grades on all work taken that term.



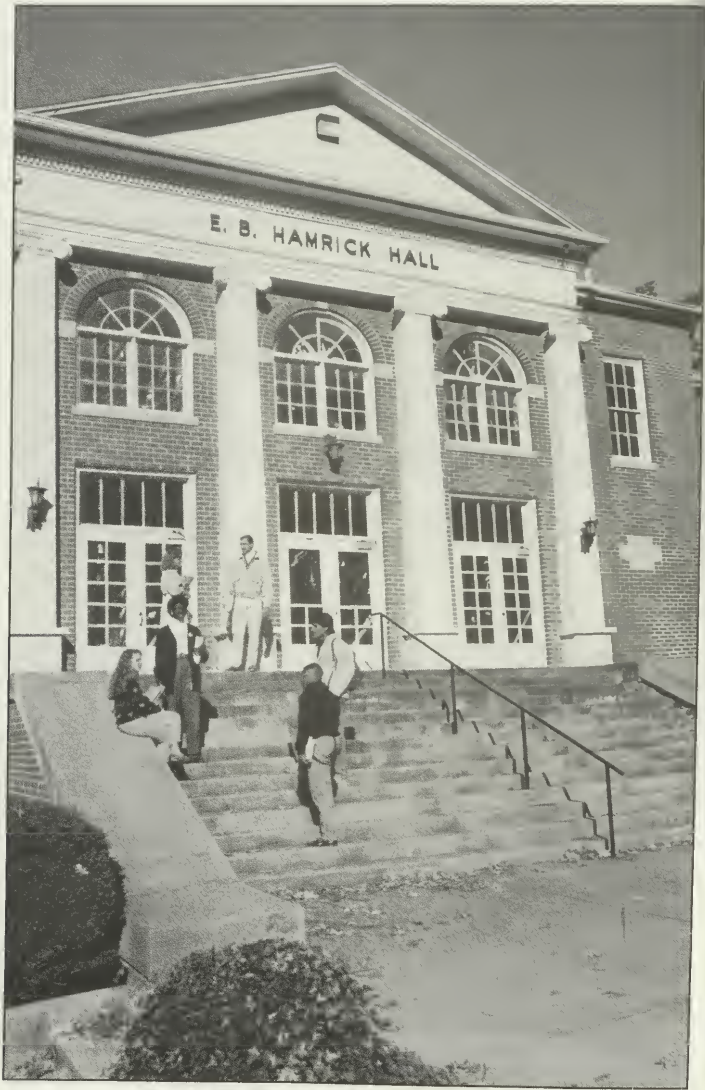
Courses of Instruction

The departments of instruction are organized alphabetically with the various academic disciplines listed with the appropriate department. The departments and disciplines are as follows:

Department or Program	Academic Disciplines
Broyhill School of Management	Accounting, Business Administration, Management, Management Information Systems, International Business, Economics
Communication Studies	Communications (Journalism, Broadcasting)
Education	Teacher Education
English Language and Literature	English
Fine Arts	Music, Art, Drama
Foreign Languages and Literature	French, Greek, Hebrew, Spanish, Interpreter Training
Health and Physical Education	Health, Physical Education, Recreation
Mathematical Sciences	Mathematics, Computer Science, Engineering
Natural Sciences	Astronomy, Biology, Chemistry, Geology, Physics
Nursing	Nursing (BSN and ADN)
Psychology	Psychology
Religious Studies and Philosophy	Religion, Religious Education, Philosophy
Social Sciences	Geography, History, Political Science, Sociology
Special Programs	Medical Technology, Physician Assistant

Courses numbered 100-199 are on the freshman level, 200-299 on the sophomore level and 300 and above on the junior-senior level.

After the description of each course three numbers will appear (e.g., 3-0-3). The first digit denotes hours per week in class; the second, required laboratory hours per week; and the third, semester hours credit.



The Broyhill School Of Management

Chair: Professor K. Griggs

Professors: Bottoms, Camp, Smedley

Associate Professor: Carpenter

Assistant Professors: Hardin, Hartman, Lee, Negbenebor, Thompson, Whiteheart

Instructor: Godfrey

The Broyhill School of Management became Gardner-Webb University's first endowed school in 1981 with a gift from the Broyhill Foundation of Lenoir, North Carolina. The Broyhill School of Management provides professional training within the scope of a Christian, liberal arts college, building on the skills in learning and critical thinking that the liberal arts foster. The school encourages the pursuit of knowledge and the mission of service for those who choose to serve in the world of business.

The Broyhill School of Management attempts to fulfill its purpose by offering Bachelor of Science degrees with majors in Accounting, Business Administration, International Business, and Management Information Systems. Minors for business majors are offered in Economics/Finance, International Business, Management, Management Information Systems and Marketing. Minors for non-business majors are offered in Economics, Management, Management Information Systems, International Business, and Business Administration.

Business Professional Component Requirements

The following courses are required in the Business Professional Component: Accounting 213, 214, Business Administration 300, 304, 305, 312, 480, Economics 204, Marketing 300, Management Information Systems 241 or 251, Management 316, 416.

Other Requirements

Economics 203 is a prerequisite for all students majoring or minoring in the Broyhill School of Management.

Accounting Major Requirements

A major in Accounting requires the Business Professional Component and Accounting 313, 314, 315, 425, 435, and 450.

Business Administration Major Requirements

A major in Business Administration requires the Business Professional Component. In addition, students majoring in Business Administration must complete one of the approved minors of 18 semester hours from the Broyhill School of Management.

Management Information Systems Requirements

A major in Management Information Systems requires the Business Professional Component and MGIS 351, 352, 421, 422, 433, and 471.

International Business Requirements

A major in International Business requires Accounting 213, 214, Business Administration 480, Economics 204, Marketing 300, and Management 403. In addition, the International Business Major must complete the following: Spanish/French 211 (6 hrs.), Spanish/French 212 (6 hrs.), Spanish/French 305 or 306**, (3 hrs.), & Spanish/French 311 (3 hrs.) The International Business Major must complete Economics 203 as a prerequisite to the major. Finally, the International Business major must complete the required 18 semester hours from the International Business Minor for business majors only.

**** Students should demonstrate intermediate-level language proficiency in Spanish or French in order to participate in this course.**

Study Abroad

International Business majors will be strongly encouraged to participate in a foreign study program through the Council on International Educational Exchange (CIEE), or through Gardner-Webb sponsored programs abroad. While abroad, students will be advised to take one course from the Business Core.

Minors Offered by the Broyhill School of Management

(For Business Majors Only)

Economics/Finance

A minor in Economics/Finance requires 18 semester hours. The following are the required courses (12 semester hours): Economics 303, 301, 311, and 401. Two courses can be chosen from the following: Economics 402, 403, 404, 405, 406, 420, and 480.

Management

A minor in Management requires 18 semester hours. The following are the required courses: Management 403, 400, 410, 416, 430, 466.

Management Information Systems

A minor in Management Information Systems requires Management Information Systems 241, 251, 371, two courses in an approved programming language, and one 3-semester-hour Management Information Systems elective above the 300 level.

Marketing

A minor in Marketing requires Marketing 420 and five of the following courses: Marketing 302, 304, 402, 404, 406, Economics 401.

International Business

A minor in International Business (business majors only) requires 18 semester hours. The following are the required courses: Marketing 466, Economics 401, Geography 102, Sociology 400, French/Spanish 305 or 306, and Political Science 321.

Minors for Non-Business Majors

The following minors offered for non-business majors:

Economics

A minor in Economics requires Economics 203,204, and four of the following courses: Economics 301,303,311,420,and Management 410 or Economics 401.

Management

A minor in Management consists of 18 hours which must include Management 316, and 15 hrs. from the following: Management 330,400,403,410,416,418, Marketing 422 and Accounting 315.

Management Information Systems

A minor in Management Information Systems consists of MGIS 251,371, two courses in an approved programming language, and two 3 semester hour MGIS electives above the 300 level.

International Business

A minor in International Business (non-business majors only) requires 18 semester hours. The following are the required courses:

Management 466, Economics 401, Geography 102, Sociology 400, French/Spanish 305 or 306, Political Science 321.

Business Administration

A minor in Business Administration requires 18 hours to be chosen from Accounting 213,Business Administration 300, Marketing 300, Economics 204, Management 316, and Management Information Systems 251.

Description of Courses

Accounting

- 213. ACCOUNTING PRINCIPLES I** **3 semester hours**
An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations. 3-0-3.
- 214. ACCOUNTING PRINCIPLES II** **3 semester hours**
Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial state-ment analysis. Introduction to management accounting: Job-order and process costing, budgeting and variance analysis. 3-0-3.
- 313. INTERMEDIATE ACCOUNTING I** **3 semester hours**
Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term assets. 3-0-3.
- 314. INTERMEDIATE ACCOUNTING II** **3 semester hours**
Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity, and special treatment of leases, pensions, and tax. Financial reporting and analysis. 3-0-3.
- 315. COST ACCOUNTING** **3 semester hours**
Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. 3-0-3.
- 411. ADVANCED BUSINESS LAW** **3 semester hours**
Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing responsibilities. 3-0-3.
- 425. FEDERAL INCOME TAX I** **3 semester hours**
Personal income tax planning, research, and preparation. 3-0-3.
- 426. FEDERAL INCOME TAX II** **3 semester hours**
A continuation of Accounting 425. Course includes United States regulations for corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.
- 435. ADVANCED ACCOUNTING** **3 semester hours**
Accounting for partnerships,installment sales, insurance, corporate consolidations, and annuities. Prerequisite: Accounting 314. 3-0-3.
- 450. AUDITING** **3 semester hours**
Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: Accounting 314. 3-0-3.
- 470. CPA PRACTICE REVIEW** **3 semester hours**
Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. 3-0-3.

Business Administration

- 115. INTRODUCTION TO BUSINESS** **3 semester hours**
An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3-0-3.

- 300. LEGAL ENVIRONMENT OF BUSINESS** **3 semester hours**
The course is designed to cover both the public and private regulation of business. Some of the topics covered are environmental law, contract law, agency, partnerships, and corporations. 3-0-3.
- 301. PERSONAL FINANCE** **3 semester hours**
Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. No Prerequisite. 3-0-3.
- 304. APPLIED BUSINESS STATISTICS** **3 semester hours**
The use of statistics in business for better planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance and regression analysis are covered. 3-0-3.
- 305. QUANTITATIVE METHODS FOR BUSINESS** **3 semester hours**
An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. 3-0-3.
- 312. FINANCIAL MANAGEMENT** **3 semester hours**
Principles governing financial operations and financial management of business enterprises, profit planning, liquidity versus profitability, capital budgeting, and working capital management. Prerequisites: Accounting 214 and Economics 204. 3-0-3.
- 325. BUSINESS COMMUNICATIONS APPLICATIONS** **3 semester hours**
A practical approach to business communications using word processing and spreadsheet software. Emphasis will be placed on theory, memo and letter writing, the job search process, oral presentation skills, and selected software. 3-0-3.
- 395. CAMPUS NEW YORK** **1 semester hour**
New York business/career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nations' best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. Offered in spring semester. Lecture-Travel-1.
- 396. INTERNATIONAL TRAVEL** **1 semester hour**
The course provides the student an opportunity to expand their business and cultural horizons by visiting different international cities and countries. Offered in spring semester. Lecture-Travel-1.
- 420. INTERNSHIP IN BUSINESS** **1-6 semester hours**
Prerequisites: Junior standing and department approval.
- 480. SENIOR SEMINAR IN BUSINESS** **3 semester hours**
A case study approach designed to apply to areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: Senior standing. 3-0-3.
- 495,496. INDEPENDENT STUDY** **3-6 semester hours**
Supervised study program in a field of special interest. Prerequisite: Approval of department and chair and instructor.

Management

- 316. PRINCIPLES OF MANAGEMENT** **3 semester hours**
Explores the principles and processes of managing an organization. The functions of planning, organizing, directing, staffing, coordinating, leading and motivating employees are applied through case analysis. 3-0-3.

- 320. INTRODUCTION TO WORD PROCESSING** 3 semester hours
Offered fall semester. 3-0-3.
- 330. INDUSTRIAL SUPERVISION** 3 semester hours
Explores the process and techniques of accomplishing organizational objectives through others. Offered spring semester. 3-0-3.
- 400. HUMAN RESOURCE MANAGEMENT** 3 semester hours
Principles and practices used in the recruitment, selection, training and development, evaluation, and compensation of employees within organizations. 3-0-3.
- 403. HUMAN BEHAVIOR IN ORGANIZATIONS** 3 semester hours
The application of human behavior principles common to many types of organizations, specifically, business and industry. Motivation, leadership, followership, and human problems are analyzed. 3-0-3.
- 410. SMALL BUSINESS MANAGEMENT** 3 semester hours
Explores economic and managerial issues the small business manager must address. Entrepreneurship, forms of ownership, creating a business plan, location analysis, acquisition of capital, financial and inventory control, marketing and advertising considerations. 3-0-3.
- 416. OPERATIONS MANAGEMENT** 3 semester hours
An introduction of methods and processes used by organizations in the service and manufacturing sector to create strategic and competitive advantage. Topics include total quality management and control, work measurement, capacity and aggregate planning, forecasting, operations scheduling and project management. Prerequisite: BADM 304 or permission of the instructor. 3-0-3.
- 418. ADMINISTRATIVE MANAGEMENT** 3 semester hours
Designed for students pursuing careers as managers in retailing or service industries. Topics covered include design and management of automated and traditional office systems, management information systems, records retention, and disposal. prerequisite: Management 316. 3-0-3.
- 425. ADVANCED BUSINESS COMMUNICATIONS** 3 semester hours
Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. Prerequisite: Business Administration 325. 3-0-3.
- 430. BUSINESS LOGISTICS** 3 semester hours
Examines the coordination and movement of materials, personnel and machinery from a managerial perspective. Case analysis and computer simulation is used. 3-0-3.
- 422. MARKETING MANAGEMENT** 3 semester hours
Topics covered include marketing research, public relations, and marketing channels. 3-0-3.
- 431. MANAGERIAL CONTROL PROCESSES** 3 semester hours
Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. 3-0-3.
- 466. INTERNATIONAL MARKETING** 3 semester hours
Explores the cultural, marketing, management and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. 3-0-3.

Economics

- 201. FREE ENTERPRISE** 3 semester hours
Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors. 3-0-3.

- 203. PRINCIPLES OF ECONOMICS I 3 semester hours**
Study of basic economic concepts, national income theory, money and banking, and the business cycle. 3-0-3.
- 204. PRINCIPLES OF ECONOMICS II 3 semester hours**
Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. 3-0-3.
- 301. MONEY AND BANKING 3 semester hours**
Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. 3-0-3.
- 303. INTERMEDIATE MICROECONOMICS I 3 semester hours**
Topics include microeconomics analysis, utility and price theory, resource allocation for optimization. Prerequisites: Economics 203 and 204. 3-0-3.
- 304. INTERMEDIATE MACROECONOMICS II 3 semester hours**
Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Prerequisite: Economics 204. 3-0-3.
- 311. LABOR ECONOMICS 3 semester hours**
Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. 3-0-3.
- 320. RISK MANAGEMENT AND INSURANCE 3 semester hours**
This course will encompass practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, property, and liability risks.
- 401. INTERNATIONAL ECONOMICS 3 semester hours**
An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. 3-0-3.
- 402. MANAGERIAL ECONOMICS 3 semester hours**
Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisite: Economics 303. 3-0-3.
- 403. NATIONAL INCOME AND EMPLOYMENT ANALYSIS 3 semester hours**
Study of national income concepts, determination of national income, employment, balance of payments. 3-0-3.
- 404. ECONOMIC DEVELOPMENT 3 semester hours**
A study of the process of economic development including the historical and economic factors underlying economic development. An examination of possible strategies for economic growth and development. 3-0-3.
- 405. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS 3 semester hours**
The economic theory of confrontation of pollution, resource exploitation, land use. The emphasis is on examination of market failure and possible alternatives to markets in solving the problems of pollution and natural resource use. 3-0-3.
- 420. INVESTMENTS 3 semester hours**
Investment goals, strategies, and policies for individual investors are examined. Prerequisite: Business Administration 312 or consent of the instructor. 3-0-3.
- 480. CONTEMPORARY ECONOMIC PROBLEMS 3 semester hours**
A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

Marketing

- 300. PRINCIPLES OF MARKETING 3 semester hours**
A comprehensive analysis of the marketing system and the marketing process. 3-0-3.
- 302. CONSUMER BEHAVIOR 3 semester hours**
Concepts methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. 3-0-3.
- 304. ADVERTISING AND PROMOTION 3 semester hours**
Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. 3-0-3.
- 402. RETAIL MANAGEMENT 3 semester hours**
Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing. 3-0-3.
- 404. SALES MANAGEMENT 3 semester hours**
Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling situations. Prerequisite: MRKG 300. 3-0-3.
- 406. MARKETING CHANNEL MANAGEMENT 3 semester hours**
Identification, selection, and management of marketing channels and their modification to improve efficiency and profits. Prerequisite: MRKG 300. 3-0-3.
- 408. INDUSTRIAL MARKETING 3 semester hours**
Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. Prerequisites: Marketing 300. 3-0-3.
- 420. MARKETING MANAGEMENT 3 semester hours**
Capstone course in marketing which addresses marketing research, forecasting, and strategic decision-making. Prerequisites: Marketing 300 and three 400-level marketing courses. 3-0-3.

Management Information Systems

- 241. INTRODUCTION TO COMPUTER-BASED SYSTEMS 3 semester hours**
This course presents the development of management information systems from its beginning to its present-day form and future potential. The student will learn to program the computer using BASIC. 3-0-3.
- 251. MICROCOMPUTER APPLICATIONS 3 semester hours**
The use of decision support software on microcomputersspreadsheets, database management systems, and graphics software to aid in making decisions. 3-0-3.
- 307. OFFICE AUTOMATION 3 semester hours**
An examination of the office as a center of business activity. Topics include operational logistics, decision support, and the impact on word processing, distributed processing, and teleprocessing. Prerequisite: Management Information Systems 251 or permission of instructor. 3-0-3.

- 310. ACCOUNTING INFORMATION SYSTEMS 3 semester hours**
A course designed to introduce the student to accounting systems design in a computer environment. Prerequisites: Accounting 214 and Management Information Systems 241. 3-0-3.
- 351. RPG PROGRAMMING 3 semester hours**
An introduction to programming principles using RPG. Prerequisite: Management Information Systems 251. 3-0-3.
- 352. PRINCIPLES OF PROGRAMMING WITH COBOL 3 semester hours**
Computer problem-solving using COBOL as a vehicle. This is the beginning course in programming. Prerequisite: Management Information Systems 251. 3-0-3.
- 371. STRUCTURED SYSTEMS ANALYSIS 3 semester hours**
Advanced coverage of the strategies and techniques of structured systems analysis with emphasis on structured analysis design techniques such as structured walk-throughs. Prerequisite: Management Information Systems 351. 3-0-3.
- 421. ADVANCED PROGRAMMING WITH RPG 3 semester hours**
Advanced computer problem-solving using RPG as the vehicle. Prerequisite: Management Information Systems 351. 3-0-3.
- 422. ADVANCED PROGRAMMING AND STRUCTURED PROGRAMMING WITH COBOL 3 semester hours**
Advanced computer problem-solving using COBOL as the vehicle. Prerequisite: Management Information Systems 352. 3-0-3.
- 423. PROGRAMMING LANGUAGES 3 semester hours**
Overview of programming languages with emphasis on modern approaches to programming languages and their applications. 3-0-3.
- 432. INFORMATION SYSTEMS PLANNING 3 semester hours**
An introduction to the financial, technical, and strategic information systems process. The course will cover the development of information systems. Prerequisite: Management Information Systems 351 or 352. 3-0-3.
- 433. DATABASE MANAGEMENT 3 semester hours**
A course emphasizing software design and programming in a database environment. Prerequisite: Management Information Systems 352. 3-0-3.
- 434. ADVANCED DATABASE CONCEPTS 3 semester hours**
An in-depth investigation of data modeling, system development, and database administration in a database environment. Prerequisite: Management Information Systems 433. 3-0-3.
- 471. APPLIED SOFTWARE DEVELOPMENT 3 semester hours**
A capstone systems course integrating the knowledge and capabilities gained through the other computer-related courses in the curriculum within a comprehensive system development project. Prerequisites: Management Information Systems 352 and 433 and senior status. 3-0-3.
- 485. TOPICS-IN MANAGEMENT INFORMATION SYSTEMS 3 semester hours**
This course offers the student the chance to take electives such as Distributed Data Processing, Advanced Database, Information Resource Management, Information System Planning, and Artificial Intelligence. Since course topics will be different, the student will be able to take the course more than once. 3-0-3.



Department of Communication Studies

Chair: Professor Vaughan
Professor: Stowe

The Department of Communication Studies includes courses in areas such as journalism, radio, television, film, drama, speech, and photography. The student may earn a Bachelor of Arts degree or a minor in Communication Studies.

The purposes of the Communications major are to engender understanding, sensitivity, and competence in matters of human exchange; supportive skills and concepts from a broad spectrum of career-related courses; expertise and experience in at least four media-related fields; and productive application of the principles of effective communication as the fundamental medium in human exchange.

Communication Studies Major Requirements

The Basic Course Requirements must be satisfied by all majors. English 101 and 102 are prerequisites to all Communications courses unless exception is granted by the chair.

A major in Communication Studies requires 24 semester hours in media specialty courses (two courses in each area from four different areas: drama, film, photography, print journalism, radio, TV). An additional 6 semester hours of Communications internships are required. Each of these consists of approximately 200 hours of guided work experience in two media areas, approved in advance by the chair. Students are expected to acquire potential placements, and assignments are made after completion of course work in the chosen medium.

Required Minor (Nucleus)

The required minor is essential to the major and must be completed by Communication majors. It consists of 15 semester hours: speech (Communications 280), or presentation (Communications 250), graphics (Communications 361) or photography I (Communications 270 is not an option if Photo I and II are chosen as a medium), rhetoric/grammar (Communications 363), a writing course (Communications/English 362, or Communications 350, or another departmentally approved course), and theory (Communications 360).

Additional Requirements

Students must complete a second minor in any area offered by the University. Consult the adviser for appropriate choices and approval.

Minor Offered by the Department

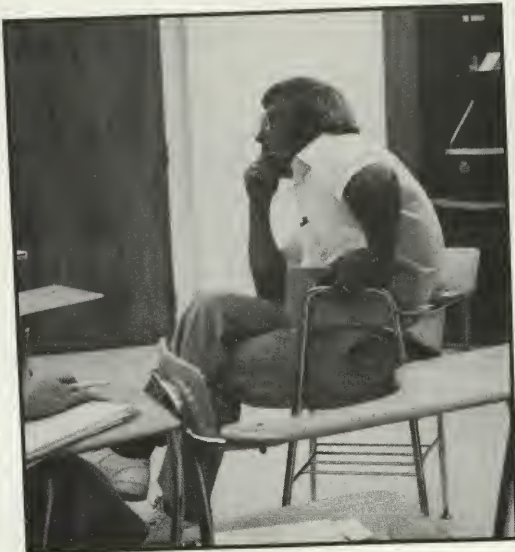
The Communications minor requires 18 semester hours in Communications courses as follows: Communications 250/280 or Communications 361, Communications 360 or Communications 363, Communications 350 or Communications 362, plus 9 hours in two media areas.

Description of Courses

Communications

200. **STUDENT NEWSPAPER STAFF** **1 semester hour**
Not restricted to communication majors. Students are to carry out regular, assigned duties associated with publication of the student newspaper. 0-1-1.
210. **YEARBOOK STAFF** **1 semester hour**
Not restricted to communication majors. Students are to carry out regular, assigned duties associated with preparation of an annual. Limit: 1 hour credit per year. 0-1-1.
250. **ORAL/VISUAL PRESENTATION (NUCLEUS)** **3 semester hours**
A basic core requirement in the principles of effective presentation: speeches, graphic support and visual/audio materials. Also includes critical evaluation of media methods and messages. 3-0-3
270. **PHOTOGRAPHY I** **3 semester hours**
Instruction in basic black and white photography. Introduction to photo darkroom procedures and techniques. Student must provide his/her own 35mm (adjustable) camera, film and photographic papers (additional cost). 3-1-3.
275. **PHOTOGRAPHY II** **3 semester hours**
Prerequisite: 270. Emphasis on studio technique; lighting and composition in product and portraiture photography. Introduction to color photography and lab processes (additional cost). 3-1-3.
280. **SPEECH (NUCLEUS)** **3 semester hours**
Instruction and practical experience in the techniques of oral delivery. 3-0-3.
290. **DEBATE** **1 semester hour**
Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition. 0-1-1
321. **PRINT JOURNALISM I** **3 semester hours**
Introduction to the medium; exercise in three practical skills: reporting, writing, and editing the news. 3-0-3.
322. **PRINT JOURNALISM II** **3 semester hours**
Advanced exercise in editing and feature writing. Includes page layout, other graphics, headline writing for space and content. AP stylebook knowledge necessary. 3-1-3.
331. **BROADCAST (RADIO) I** **3 semester hours**
A practical introduction to audio/radio equipment, recording and production techniques. Introduces the basic aspects of broadcast journalism. 3-0-3.
332. **BROADCAST (RADIO) II** **3 semester hours**
A thorough overview of radio station operations, management and personnel. Advanced instruction in commercial writing and production for radio. 3-0-3.
341. **DRAMA** **3 semester hours**
(See Drama I in Fine Arts Department.)
342. **DRAMA/THEATER ARTS** **3 semester hours**
(See Drama II in Fine Arts Department.)
350. **TECHNIQUES OF SCRIPTWRITING (NUCLEUS)** **3 semester hours**
The study and practice of scriptwriting through the media. (With departmental approval, may be used to complete a media sequence) Emphasis upon the structure and conventions of several types of scriptwriting. 3-1-3.
360. **COMMUNICATION THEORY (NUCLEUS)** **3 semester hours**
A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. 3-0-3.

361. **GRAPHIC DESIGN/PUBLICATION** **3 semester hours**
Publication practices and design principles common among graphic media, including magazines, newspapers, education and advertising materials. 3-0-3.
362. **CREATIVE WRITING (NUCLEUS)** **3 semester hours**
Emphasizes the creative production of the poem and the short story. Prerequisite: permission of instructor. 3-0-3.
363. **RHETORIC AND GRAMMAR (NUCLEUS)** **3 semester hours**
Primary concern is exposition/argumentative prose and the systems which inform the process of composition. Includes grammar, usage, and composition. 3-0-3.
410. **BROADCAST TELEVISION I** **3 semester hours**
A study of the basic elements of the television industry. Includes equipment, program design and production, station operations and personnel. 3-0-3.
411. **BROADCAST TELEVISION II** **3 semester hours**
Advanced experience in writing and producing for both field and studio production. Emphasis is on video post production techniques. 3-0-3.
421. **FILM I** **3 semester hours**
(See Film I in Fine Arts Department.)
422. **FILM II** **3 semester hours**
(See Film II in Fine Arts Department.)
- 491-495. **INTERNSHIPS** **3 semester hours each**
Description available on request. (491-Print Journalism; 492-Broadcast (Radio); 493-Drama; 494-Broadcast (T.V.); 495-Film).





Department of Education

Chair: Professor Carson

Professor: Banner

Associate Professor: Pace

Assistant Professors: Hamrick, Plowden

Instructor: McKinney

Major

Elementary Studies (B.S.)

Minor

Professional Education

Professional Education

Within the framework of the liberal arts and sciences curricula, the Department of Education offers a major in Elementary Studies (K-6). A Professional Education Minor is available for students seeking (9-12) certification in the areas of English, Mathematics, Biology, Chemistry, and Social Studies; and in special subject areas (K-12): Music, Health Education, Physical Education, French, and Spanish. Successful completion of these programs fulfills the requirements for the North Carolina Class A Teaching Certificate. Courses are also available for career teachers seeking teacher renewal and for students holding a baccalaureate degree who wish to obtain teacher certification.

The Professional Education Program has articulated its model for the preparation of teachers as that of the educator as theorist and practitioner which rests upon a knowledge base that is organized around four unifying threads: the learner and learning, social context, methodology, and professional development. The courses offered in the Teacher Education Program are designed to foster in students:

- (1) knowledge of and skills in the subject matter in the area of specialization.
- (2) the ability to use the scientific method.
- (3) attitudes and skills to excite learners' interest in and involvement with subject matter.
- (4) knowledge of the nature of the learner and the learning process.
- (5) knowledge of the role of the school in a democratic society.
- (6) knowledge of the philosophical, social, historical, and legal contexts in which professional educators operate.
- (7) knowledge of various teaching strategies, materials, instructional technologies, and methods of classroom organization.
- (8) knowledge and skills to maintain a classroom environment conducive to learning.
- (9) knowledge of various learning styles and the skills to vary instruction to meet learner needs.
- (10) knowledge of elements of cultural diversity and their influence upon the learner.
- (11) the skills to evaluate learning.

- (12) the skills to locate and integrate classic and contemporary scholarship pertaining to student achievement and teacher effectiveness.
- (13) the ability to use effective communication skills in classroom interaction and in consultative and collaborative relationships.
- (14) an understanding of the impact of family dynamics on learning readiness.
- (15) knowledge of the nature of a range of exceptionalities and the skills to begin to design and deliver appropriate instruction.
- (16) an understanding of the necessity for life-long professional learning.

Teacher Education Committee

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate teacher education program. It is composed of faculty members from each department offering specialty area majors and professional studies, student representatives, and school personnel including a teacher and member of support staff.

Admission to Teacher Education Program

To be admitted to the Teacher Education Program, an undergraduate degree seeking student must meet the following requirements:

- (1) File declaration of intent to major or minor in Education with the Academic Advising Center.
- (2) Complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb.
- (3) Have a minimum 2.50 grade point average on all college or university work.
- (4) Complete EDUC 201 with a grade of C or better.
- (5) Obtain minimum scores currently required by State Board of Education on Communication Skills and General Knowledge of the National Teacher Examination (NTE). These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of Admission to Teacher Education Program.
- (6) Complete Application for Teacher Education Program. Applications are due the first Monday in October and the first Monday in March. (See calendar dates listed on course schedule).
- (7) Obtain formal admission to the Teacher Education Program prior to completing one-half of the professional studies sequence (excluding student teaching/internship).

The Professional Semester

The professional semester includes specific coursework and the 10-week student teaching experience. Before beginning the professional semester, the student must meet the following requirements:

- (1) Submit completed application for student teaching during the preceding semester (see calendar dates listed on registration schedule).
- (2) Maintain a 2.50 cumulative grade point average.

- (3) Maintain a grade of C or better in all professional studies courses, including courses taken during the professional semester.
- (4) Complete all requirements for the selected major. Any exceptions must be approved by the Chair of Department of Education. These requirements are described under the appropriate department listing.

Student Teaching and Related Field Experiences

Student teaching assignments and various field experiences required throughout the Teacher Education Program are made in public schools within commuting distance from the University. Transportation to these sites is the responsibility of the student.

Completion of the Teacher Education Program

Successful completion of the basic course requirements and all major requirements and the Professional Education Minor, including the professional semester, will qualify students for certification in North Carolina and many other states.

North Carolina Certification Requirements

To be recommended for Level A certification in the state of North Carolina, a student must meet the following requirements:

- (1) Complete approved program of study.
- (2) Obtain minimum scores on National Teacher Examination in (a) Professional Knowledge and (b) appropriate Specialty Area.
- (3) Submit completed application for certification to the office of the Department of Education.
- (4) Provide official transcripts for all college and university work completed at other institutions to the office of Department of Education.

Certification Only Students

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Class A Teaching Certificate may apply for admission to the approved program for teacher certification. The student must meet entrance and exit requirements comparable to those required of a degree-seeking student in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for certification by the institution.

Student Appeals

Students not meeting requirements for admission to teacher education and/or the professional semester (student teaching) may appeal to the Teacher Education Committee for acceptance or continuation in the program. Appeals are to be submitted to the Department Chair for approval prior to submission to TEC.

Requirements for B.S. Degree with Major in Elementary Studies

The Elementary Studies Program is planned so that students will acquire:

- (1) knowledge across all subject areas included in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area (Elementary Studies) of the curriculum. [The beginning teacher should be broadly and liberally educated and have full command of the subjects that he or she will teach.]
- (2) knowledge of characteristics of developmental stages of children from ages five to twelve
- (3) understanding of unique learning characteristics of children from a wide variety of cultural and language backgrounds and of exceptional students
- (4) skill to adapt curriculum and teaching strategies to meet elementary learners' needs
- (5) skill to organize classroom environment which meets the needs of and stimulates the intellectual growth of children
- (6) interpersonal skills for the purpose of establishing effective communication within the classroom, within the school, and in establishing productive home-school linkages
- (7) skills to effectively evaluate student learning and to use results to establish an effective instructional program
- (8) understanding of contemporary issues related to teaching as a profession and to schooling in a complex society
- (9) knowledge about schools, teaching and children that increases through carefully planned and supervised field experiences

The basic core requirements are described in the General Studies portion of this catalog.

A major in Elementary Studies requires 41 hours in the following courses: Art 300; Education 302, 305, 312, and 320; Health 320; Literature (this requirement and basic course requirements must include American and English Literature); Mathematics 204, 205; Music 345, 346; Physical Education 301; Social Studies Education 307. Additional requirements to meet NC certification: GEOL 105, PHED 204, POLS 202, HIST 202.

Required minor

The required minor in Professional Education consists of Mathematics Education 330; Science Education 330; Psychology 301, 303; and Education 201, 301, 325, 401, 430, 440, and 450.

Requirements for minor in Professional Education

The Professional Education minor is available for students seeking teacher certification at the secondary level (9-12) in the areas of: English, Mathematics, Biology, Chemistry, and Social Studies; and in special subject areas (K-12): Music, Health Education, Physical Education, French, and Spanish. The requirements for the

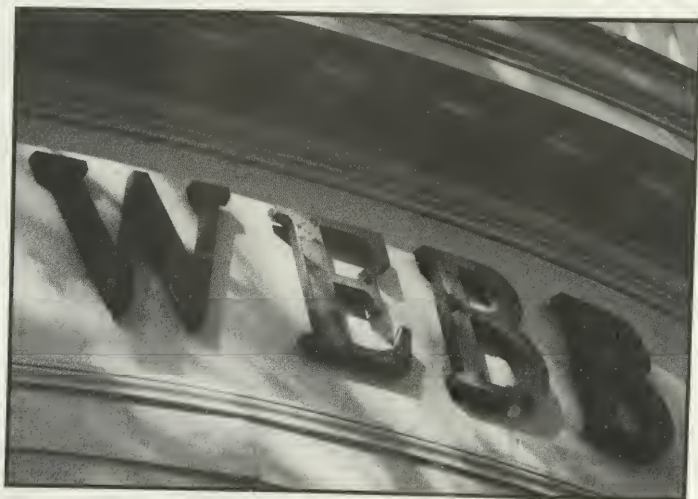
minor are specified with the description of the major. Please refer to the appropriate section of the catalog.

Note: Teacher Education Programs are currently under review for state and national accreditation. Program requirements are subject to change so that programs meet accreditation standards.

Description of Courses

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------|
| 201. | INTRODUCTION TO EDUCATION | 2 semester hours |
| An orientation to education for students who plan to enter the profession. Early field experience included. 2-0-2. (Fall, Spring, Summer) | | |
| 301. | COMPUTER EDUCATION SEMINAR | 1 semester hour |
| A seminar in which students will develop basic computer skills; identify and evaluate software appropriate for classroom management and computer assisted instruction; examine authoring systems; and survey the software commonly used in public schools. 1-0-1 (Fall, Spring) | | |
| 302. | READING FOUNDATIONS | 3 semester hours |
| A course designed with emphasis on the reading process as a fundamental aspect of the entire elementary school curriculum. The focus is on theory, reading development and the methods of teaching reading and the related skills involved. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of reading in the public school classroom. 3-0-3. (Fall) | | |
| 305. | LANGUAGE ARTS IN THE ELEMENTARY SCHOOL | 3 semester hours |
| Planning, teaching and evaluating the language arts across the curriculum, with emphasis on the creative integration of the whole language approach and effective lesson planning that addresses the needs and abilities of elementary children. 3-0-3. (Fall) | | |
| 312. | PRACTICUM IN READING (K-6) | 3 semester hours |
| A course designed to provide experiences for the preservice teacher in the teaching of reading and diagnosing reading problems on the K-6 level. Emphasis is placed on the causes of reading disabilities, diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of reading instruction. Work with individual students and small groups in the public school classroom. Prerequisite: EDUC 302. 1-0-3. (Fall, Spring) | | |
| 316. | TEACHING READING IN THE CONTENT AREAS | 3 semester hours |
| A course designed to give an overview of reading development; to aid in integrating content areas and reading techniques; to study procedures of teaching specific reading and study skills; and to explore the implications of research for teaching at the secondary level. 3-0-3. (Fall, Spring) | | |
| 320. | CHILDRENS LITERATURE | 3 semester hours |
| A critical study of classical and current books and materials covering the selection appropriate to the K-6 level. Emphasis is on creative presentation methods designed to enhance all ability levels; includes bibliotherapy and censorship. 3-0-3. (Spring) | | |
| 325. | FOUNDATIONS AND CURRICULUM IN EDUCATION | 3 semester hours |
| A study of the social, cultural, philosophical, and historical influences on the development of education in the United States. Includes an introduction to the American public school curriculum. Participatory field experiences in the public schools are required. Prerequisite: EDUC 201. 3-0-3. (Fall, Spring, Summer) | | |

- 401. SEMINAR IN MULTICULTURAL EXPERIENCE** **1 semester hour**
This seminar will provide opportunity for students to develop appreciation for students from culturally diverse populations and to plan appropriate strategies for individual learning needs. 1-0-1 (Fall, Spring).
- 430. METHODS OF TEACHING - Elementary** **3 semester hours**
The investigation and demonstration of various teaching strategies, including planning, delivering, and evaluating instruction. 3-0-3. (Fall, Spring)
- 432. Methods of Teaching Secondary** **3 semester hours**
A study of current methods and materials for approved subject areas in secondary school. Emphasis will be placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. 3-0-3. (Fall, Spring)
- 440. CLASSROOM MANAGEMENT** **3 semester hours**
This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. 3-0-3. (Fall, Spring)
- 450. STUDENT TEACHING** **6 semester hours**
A ten-week period of full-time supervised teaching at the appropriate level. (Fall, Spring)
- 495. INDEPENDENT STUDY** **1-3 semester hours**
Individual study of special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: approval of department chair, instructor, and Dean of Academic Affairs.



Department of English Language and Literature

Chair: Professor J. Brown

Professors: Stowe, Bonner, Gravett, Taylor

Associate Professor: Price

Assistant Professor: Binfield

Instructors: Keeter, Southard

The objectives of the Department of English Language and Literature are to enable the student to:

- (1) think and write maturely and follow a reading program designed toward that end,
- (2) study literature as an expression of the ideas and emotions of great writers,
- (3) enjoy life culturally and more fully as a result of literary experience, and
- (4) integrate study with world thought in order to comprehend and shape the contemporary scene.

The Department of English Language and Literature accepts candidates for the Bachelor of Arts degree with a major in English. The student may also major in English with preparation for secondary (9-12) teacher certification.

English Major Requirements

A major in English requires 30 semester hours of English courses after 101 and 102. Students select these courses in consultation with their advisers.

A modern foreign language at or above the 202 competency level is required. By approval of the department, a student may substitute an ancient language such as Latin or Greek for the modern language.

Required Minor

The required minor must be taken in one discipline outside the English Department.

English Major with Teacher Certification

The teacher training program in English seeks to graduate students who:

- (1) have a broad background in literature;
- (2) exhibit a command of the English language in both oral and written communication;
- (3) possess the skills to formulate objectives, select material, use appropriate teaching strategies, and evaluate learning; and
- (4) realize the need for lifelong, professional learning.

English Education majors will satisfy all requirements of the core curriculum. A major in English with preparation for secondary (9-12) teacher certification requires 30 semester hours of English courses after 101 and 102. The courses must include English 244, 402, 457 and 459.

Required Minor

The required minor consists of Education 201, 301, 325, 440, 450 and Education 430 or English Education 432.

Required Cross-Discipline Courses

Psychology 302 and 303.

Requirements for English Minor

Fifteen (15) semester hours in English above the freshman level.

Description of Courses

English

- | | | |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 100. | FOUNDATIONS OF COLLEGE WRITING | 3 semester hours |
| | Individual instruction in the mastery of the basics of English. 3-1-3. | |
| 101. | COMPOSITION I | 3 semester hours |
| | Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. 3-0-3. | |
| *101. | HN COMPOSITION I | 3 semester hours |
| | Composition for honors students. 3-0-3. | |
| 102. | COMPOSITION II | 3 semester hours |
| | Continuation of process writing with emphasis on argumentation, essay examinations and research skills. Selected readings. English 101 is prerequisite to 102. Both 101 and 102 are prerequisite to all upper-level English courses. 3-0-3. | |
| *102. | HN COMPOSITION II | 3 semester hours |
| | Continuation of composition for honors students. 3-0-3. | |
| 230. | BRITISH LITERATURE SURVEY I | 3 semester hours |
| | Representative writers from the beginning to the eighteenth century. 3-0-3. | |
| 231. | BRITISH LITERATURE SURVEY II | 3 semester hours |
| | Representative writers from the eighteenth century to the present. 3-0-3. | |
| 232. | AMERICAN LITERATURE SURVEY | 3 semester hours |
| | Representative writers from the beginning to the present. 3-0-3. | |
| 244. | WORLD LITERATURE | 3 semester hours |
| | Masterpieces of world literature, excluding English and American; includes ancient, modern, western and non-western. 3-0-3. | |
| 301. | STUDIES IN FOLKLORE | 3 semester hours |
| | An introductory course emphasizing verbal folklore such as folktales, legends and songs in diverse cultures. Focus may be regional, general or literary as interests dictate. 3-0-3. | |

306. **LITERATURE OF THE AMERICAN RENAISSANCE** 3 semester hours
The age of Irving, Poe, Hawthorne, Melville, Emerson, Thoreau. 3-0-3.
307. **LATE NINETEENTH CENTURY AMERICAN LITERATURE** 3 semester hours
Poetry, fiction and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane and Henry James. 3-0-3.
308. **TWENTIETH CENTURY BRITISH LITERATURE** 3 semester hours
A study of the works of modern British writers such as James Joyce, William Butler Yeats, Virginia Woolf and Graham Green. 3-0-3.
309. **TWENTIETH CENTURY AMERICAN LITERATURE** 3 semester hours
A study of the works of representative modern writers such as Ernest Hemingway, Eudora Welty, Robert Frost, James Baldwin and Sylvia Plath. 3-0-3.
310. **STUDIES IN THE AMERICAN NOVEL** 3 semester hours
An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3.
311. **MEDIEVAL LITERATURE** 3 semester hours
A study of Beowulf and other Anglo-Saxon achievements, medieval drama, romance, poetry and Chaucer. 3-0-3.
315. **LITERATURE OF THE ENGLISH RENAISSANCE** 3 semester hours
Poetry, drama and selected prose of Shakespeare's contemporaries. 3-0-3.
316. **THE AGE OF MILTON** 3 semester hours
Major poets and selected prose, with emphasis on Paradise Lost. 3-0-3.
318. **RESTORATION AND EIGHTEENTH CENTURY LITERATURE** 3 semester hours
Selected poetry, essays and drama; includes Pope, Swift, Johnson, Goldsmith, others. 3-0-3.
321. **ROMANTIC LITERATURE** 3 semester hours
Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.
322. **VICTORIAN LITERATURE** 3 semester hours
Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.
335. **SOUTHERN LITERATURE** 3 semester hours
A study of selected works from the Southern United States from the beginning to the present. 3-0-3.
343. **STUDIES IN THE BRITISH NOVEL** 3 semester hours
The British Novel taught by periods, themes or authors. 3-0-3.
355. **ADVANCED COMPOSITION** 3 semester hours
Intensive practice in and analysis of expository writing with emphasis on process, structure, style, and maturity of expression. 3-0-3.
362. **CREATIVE WRITING** 3 semester hours
Creative production of the poem and the short story. Prerequisite: permission of the instructor. 3-0-3.
400. **INTERNSHIP** 3 semester hours
Experience involving supervised application of writing skills within an organization outside the classroom. Application subject to approval of department and Academic Dean.
402. **SHAKESPEARE** 3 semester hours
A study of representative plays and poetry. 3-0-3.
457. **DEVELOPMENT AND STRUCTURE OF THE ENGLISH LANGUAGE** 3 semester hours

Theories of language and its development. Includes etymology, phonology, morphology, and dialects. 3-0-3.

459. **THE TEACHING OF WRITING** 3 semester hours

Theories of and practice in the teaching of writing. 3-0-3.

491. **SEMINAR IN AMERICAN LITERATURE** 3 semester hours

Topics in American Literature. 3-0-3.

492. **SEMINAR IN BRITISH LITERATURE** 3 semester hours

Topics in English Literature. 3-0-3.

- 495, 496. **INDEPENDENT STUDY** 3 semester hours

Individual study of special subject matter under guidance of instructor in whose specialization topic lies. Application subject to approval of department and Academic Dean. 0-Independent Study-3, 0-Independent Study-3.

English Education

432. **METHODS OF TEACHING ENGLISH** 3 semester hours

Instruction in the techniques of and the materials for teaching English in grades 9-12. Supervised field experience required. 3-0-3.

Reading

100. 3 semester hours

Individual instruction in the mastery of the fundamentals of reading. 3-1-3.



Department of Fine Arts

Chair: Professor T. Fern

Professors: Billings, Perrin, Summers

Visiting Professor: Brock

Associate Professor: S. Plate

Assistant Professors: Bell, Harrelson, Whitfield

Adjunct Instructors: Bennett, Ellis, Francis, Liston, T. Plate

The Department of Fine Arts offers courses through its divisions of Art, Music and Theatre Arts. Its objectives are to:

- (1) stimulate a greater interest in and knowledge of the arts for music majors and minors, art minors, theatre minors, general students and members of the larger community by offering performance and learning opportunities,
- (2) provide opportunities to participate in the development of imagery, auditory and visual acuity, technical skills and aesthetic appreciation to the extent of individual abilities and
- (3) develop a set of values for discriminatory choices based on knowledge and personal aesthetic experience.

Gardner-Webb University, through the Music division of the Department of Fine Arts, is an accredited institutional member of the National Association of Schools of Music and all course offerings, and degree requirements, are in accordance with this body.

Three majors in music are offered: Music Education, Sacred Music and Music with options in Sacred Music/Religion, Performance, Composition, Treatise and Music Major with a Second Major. Each of the three majors leads to the Bachelor of Arts degree. In addition, the Department of Fine Arts offers minors in Art, Music and Theatre Arts.

A Music Handbook, including a complete curriculum outline for each major in music and information pertaining to admission to programs, performance requirements, proficiency examinations, etc., is available in the office of the Chair, Department of Fine Arts.

Music Education, Sacred Music and Music Major Requirements

A Major in Music Education, Sacred Music or Music requires 36 semester hours of music as follows: Applied Major, 12 hours; Music 105, 106, 205, 206, 305, 306, 325, 326.

Supportive Requirements

- (1) Music Education Major Applied Minor, 4 hours (Piano Concentration 2 hours of Organ and 2 hours of Voice; Music 245, 246, 347, 348, 445, 446, 447; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or

- 459 (Organ); Select one from Music 248, 255, or 257 according to Concentration and 7 hours of Performance Group according to Concentration. 24 hours.
- (2) Sacred Music Major Applied Minor, 6-8 hours (Organ Concentration 4 hours of voice and 2 hours of piano; Piano Concentration 4 hours of voice and 2 hours of organ; Vocal Concentration 4 hours of piano and 2 hours of applied elective; Non-Keyboard Instrumental Concentration 4 hours of voice and 4 hours of piano or any Performance group or applied elective after the piano proficiency is passed.); Music 245, 246, 249, 347, 348, 445, 446, 447, 465, 466, 467; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 255, or 257 according to Concentration; 8 hours of Performance Group 4 hours in a vocal organization and 4 hours according to Concentration; and Select one of the following: Keyboard/Instrumental Concentration Music 257 and 1 hour of Voice or Vocal Concentration 2 hours of Performance Group, Applied Elective or one hour of each. 35-37 hours.
- (3) Music Major (Option in Sacred Music/Religion) Applied Minor, 6-8 hours (Organ Concentration 4 hours of voice and 2 hours of piano; Piano Concentration 4 hours of voice and 2 hours of organ; Vocal Concentration 4 hours of piano and 2 hours of applied elective; Non-Keyboard Instrumental Concentration 4 hours of voice and 4 hours of piano or any Performance Group or applied elective after piano proficiency is passed.) Music 347, 348, 445, 446, 447, 465, 466, 467; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from 248, 255, or 257 according to Concentration; 8 hours of Performance Group 4 hours in a vocal organization and 4 hours according to Concentration; Select one of the following: Keyboard/Instrumental Concentration Music 257 and 1 hour of Voice or Vocal Concentration 2 hours of added Performance Group, Applied Elective or one hour of each; Religion 243. 39-41 hours.
- (4) Music Major (Options in Performance, Composition, Treatise and Music Major with a Second Major)

The following courses apply to all Options (Performance, Composition, Treatise and Music Major with a Second Major): Applied Minor, 4 hours (Piano Concentration-2 hours of Voice and 2 hours of Piano); Music 445, 446, 447; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 255, or 257 according to Concentration; and 8 hours of Performance Group according to Concentration.

The following courses are specific to each Option: Performance Option -- 6 additional hours of Applied Major. 25 hours. Composition Option -- Music 307, 308, 491, and 492. 31 hours. Treatise Option -- Music 493, and 494. 25 hours. Music Major with a Second Major Option -- Music 493, 494; and 30 hours of courses in an approved Second Major (a Second Major consists of 30 semester hours in a secondary field as approved by the departmental chair of the secondary major). 25 hours.

Required Minor

- (1) Music Education Major Education 201, 316, 325, 440 and 450; Psychology 301 or 302 and 303. 23 hours.
- (2) Sacred Music Major Religion 101, 102, 243; Psychology 280 or Health 221; and Religious Education 371 or 372 or 373. 15 hours.

- (3) Music Major (Option in Sacred Music/Religion) Religion 101, 102; Religious Education 270, either 371, 372 or 373 and 375. 15 hours.
- (4) Music Major (Options in Performance, Composition, Treatise and Music Major with a Second Major) 15 hours in courses from the same department not directly related to the major.

Piano Proficiency

Each music major is required to pass a piano proficiency examination as an integral part of the overall degree requirements. Non-Piano Concentrations must enroll for piano each semester until the piano proficiency is passed. Four semester hours of an applied minor have been set aside in each curriculum for this purpose. Should the proficiency be passed before completing four hours of piano the Non-Piano Concentration may take the remaining hours in any applied elective or Performance Group.

Performance Group Requirement

Each music major is required to satisfactorily participate in a performing group Fall and Spring semester while enrolled as a full-time student, except the student teaching semester. A minimum of four semesters of satisfactory participation in a performing organization is required for part-time students. A student who requires more than eight semesters to complete a program may make a written request to his/her advisor for exemption from participation in a performance group after ten hours of performance organization credit have been acquired.

Students must enroll in a performance group according to their concentration with the exception of Sacred Music or Sacred Music/Religion 4 hours of a vocal organization and four hours according to Concentration.

NOTE: The Department of Education requires additional procedures See related requirements in this catalog under "Department of Education."

Minors Offered by the Department

A minor in Art requires 15 semester hours to include Art 201, 203, 205 or 303 and 6 hours of electives.

A minor in Music requires 18 semester hours including Music 105, 106, 4 semesters of a performing organization (4 hours) and 6 hours of applied music and/or conducting. Four hours of applied music must be in the same area.

A minor in Theatre Arts requires 18 semester hours to be selected in consultation with the coordinator of the program in Theatre Arts.

Description of Courses

Art

201, 202. DRAWING I, II

3 semester hours each semester

Beginning experiences in design and drawing fundamentals in black and white, studying landscape, still life, and figure. 3-3-3, 3-3-3.

- 203, 204. PAINTING I, II** **3 semester hours each semester**
 Instruction in color theory and various media, including water color, pastels, acrylics and mixed media. Prerequisite: Art 201 or permission of instructor. Spring semester. 3-3-3, 3-3-3.
- 205. THREE DIMENSIONAL DESIGN** **3 semester hours**
 Introduction to clay, relief printing, fiber and sculpture. Helpful to students in Recreation and Christian Education. Art 201 helpful but not required. No prerequisite. Fall semester of odd years. 3-3-3.
- 225. ART SURVEY** **3 semester hours**
 Introduction to major artists and styles in the history of art. Emphasis on appreciating art in its context and understanding the elements and principles of design. 3-0-3.
- 300. ART FOR THE CLASSROOM TEACHER** **4 semester hours**
 Experience with art materials and teaching strategies appropriate for use with children, including laboratory designed for the prospective elementary teacher. 3-2-4.
- 303, 304. WORKING IN CLAY I, II** **3 semester hours**
 Instruction in slab, coil and wheel-thrown pottery and free-form clay sculpture. No prerequisite. Fall semester of even years. 3-3-3, 3-3-3.
- 305. CHRISTIANITY AND ART** **3 semester hours**
 Survey of major religious art works and their meaning and contemporary significance for the individual and the church. No prerequisite. Spring semester of even years. 3-0-3.
- 308. ART HISTORY SEMINAR** **3 semester hours**
 Selected topics for discussion and research with emphasis on Renaissance and nineteenth and twentieth-century artists. Prerequisite: Art 225. 3-0-3.
- 311, 312. ADVANCED STUDIO ART I, II** **3 semester hours each semester**
 Continued in-depth experiences in selected media. Prerequisite: Art 201 or permission of instructor. 3-3-3, 3-3-3.
- 495, 496. INDEPENDENT STUDY** **3 semester hours each semester**
 Individual problems in art education, studio, and history, subject to the approval of the professor; special topics might include life drawing and printmaking. 0-Independent Study-3, 0-Independent Study-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

Key to numbering of Music courses:

General Music courses The first digit denotes the level of study: 0-Preparatory; 1-Freshman; 2-Sophomore; 3-Junior; 4-senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups.

Applied Music courses The first digit denotes the level of study: 1-Lower Division; 3-Upper Division. The second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion; 7-Guitar. The third digit indicates the amount of credit earned in

applied music: 1-one hour credit; 2-two hours credit; 3-three hours credit; 4-four hours credit.

APPLIED MUSIC

Piano

- 001. Elective Piano. 1/2-3-0.
- 002. Elective Piano. 1-6-0.
- 101. Lower Division Piano. 1/2-3-1.
- 102. Lower Division Piano. 1-6-2.
- 301. Upper Division Piano. 1/2-3-1.
- 302. Upper Division Piano. 1-6-2.
- 303. Upper Division Piano. 1.5-9-3.
- 304. Upper Division Piano. 2-12-4.

Organ:

- 021. Elective Organ. 1/2-3-0.
- 022. Elective Organ. 1-6-0.
- 121. Lower Division Organ. 1/2-3-1.
- 122. Lower Division Organ. 1-6-2.
- 321. Upper Division Organ. 1/2-3-1.
- 322. Upper Division Organ. 1/6-2.
- 323. Upper Division Organ. 1.5-9-3.
- 324. Upper Division Organ. 2-12-4.

Woodwinds

- 041. Elective Woodwinds. 1/2-3-0.
- 042. Elective Woodwinds. 1-6-0.
- 141. Lower Division Woodwinds. 1/2-3-1.
- 142. Lower Division Woodwinds. 1-6-2.
- 341. Upper Division Woodwinds. 1/2-3-1.
- 342. Upper Division Woodwinds. 1-6-2.
- 343. Upper Division Woodwinds. 1.5-9-3.
- 344. Upper Division Woodwinds. 2-12-4.

Percussion:

- 061. Elective Percussion. 1/2-3-0.
- 062. Elective Percussion. 1-6-0.
- 161. Lower Division Percussion. 1/2-3-1.
- 162. Lower Division Percussion. 1-6-2.
- 361. Upper Division Percussion. 1/2-3-1.
- 362. Upper Division Percussion. 1-6-2.
- 363. Upper Division Percussion. 1.5-9-3.
- 364. Upper Division Percussion. 2-12-4.

Voice:

- 011. Elective Voice. 1/2-3-0.
- 012. Elective Voice. 1-6-0.
- 111. Lower Division Voice. 1/2-3-1.
- 112. Lower Division Voice. 1-6-2.
- 311. Upper Division Voice. 1/2-3-1.
- 312. Upper Division Voice. 1-6-2.
- 313. Upper Division Voice. 1.5-9-3.
- 314. Upper Division Voice. 2-12-4.

Brass:

- 031. Elective Brass. 1/2-3-0.
- 032. Elective Brass. 1-6-0.
- 131. Lower Division Brass. 1/2-3-1.
- 132. Lower Division Brass. 1-6-2.
- 331. Upper Division Brass. 1/2-3-1.
- 332. Upper Division Brass. 1-6-2.
- 333. Upper Division Brass. 1.5-9-3.
- 334. Upper Division Brass. 2-12-4.

Strings:

- 051. Elective Strings. 1/2-3-0.
- 052. Elective Strings. 1-6-0.
- 151. Lower Division Strings. 1/2-3-0.
- 152. Lower Division Strings. 1-6-0.
- 351. Upper Division Strings. 1/2-3-1.
- 352. Upper Division Strings. 1-6-2.
- 353. Upper Division Strings. 1.5-9-3.
- 354. Upper Division Strings. 2-12-4.

Guitar:

- 071. Elective Guitar. 1/2-3-0.
- 072. Elective Guitar. 1-6-0.
- 171. Lower Division Guitar. 1/2-3-1.
- 172. Lower Division Guitar. 1-6-2.
- 371. Upper Division Guitar. 1/2-3-1.
- 272. Upper Division Guitar. 1-6-2.
- 373. Upper Division Guitar. 1.5-9-3.
- 374. Upper Division Guitar. 2-12-4.

Music Theory

103, 104. BASIC MUSIC THEORY

1 semester hour each semester

Introduces basic skills of making music-pitch notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1, 1-1-1.

105, 106. MUSIC THEORY I AND II

4 semester hours each semester

Introduces the elements of music, primary and secondary triads, four-part writing procedures with suitable ear training, sight-singing, and keyboard assignments. Covers various aspects of musical form, melody, rhythm, harmony, figured bass and music analysis. Computer interaction is required. Prerequisite: Permission of instructor. 3-2-4, 3-2-4.

205. MUSIC THEORY III

3 semester hours

The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in first year theory with additional emphasis on analysis and composition in smaller forms. 2-2-3.

206. MUSIC THEORY IV

3 semester hours

A survey of modern trends and thought from Post-/Romanticism to the present, including electronic music. Includes ear training, analysis, and composition in each style studied. 2-2-3.

305. COUNTERPOINT

2 semester hours

Further examination of linear writing and combination of contrapuntal voices in the Renaissance and Baroque periods. Composition and analysis are required in period. Fall semester. 2-0-2.

306. ORCHESTRATION

2 semester hours

A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogenous groups; score writing; and some insights into writing for full band and orchestra. Spring semester. 2-0-2.

307, 308. COMPOSITION I AND II

3 semester hours each semester

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged. O-Tutorial-3; O-Tutorial-3.

Music History and Literature

225. MUSIC SURVEY

3 semester hours

A course in understanding the elements of music and surveying selected music literature and major composers for the non-music major, including listening and the analysis of various compositions. Some concert attendance will be required. 3-0-3.

226. MUSIC LITERATURE

3 semester hours

Survey of the music literature of the various historical periods leading to in-depth study of Music History. Offered in Spring semester. Prerequisites: MUSC 105 and 106. 3-0-3.

325, 326. MUSIC HISTORY I AND II

3 semester hours each semester

A study of the history of Western music, from its beginnings through the contemporary period. Prerequisite: MUSC 226. 3-0-3, 3-0-3.

Music Education

145, 146. PIANO CLASS I AND II

1 semester hour each semester

Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-singing, and transposition are included. 2-3-1, 2-3-1.

- 147, 148. VOICE CLASS I AND II** **1 semester hour each semester**
Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. 2-3-1, 2-3-1.
- 149, 150. GUITAR CLASS I AND II** **1 semester hour each semester**
Group instruction for beginning and intermediate students of guitar. Emphasis is placed on reading music to play simple melodies and chordal accompanying. 2-3-1, 2-3-1.
- 245. BRASS AND PERCUSSION CLASS** **1 semester hour**
Elementary instruction in the techniques of playing instruments in the brass and percussion families. Fall semester. 2-1-1.
- 246. STRINGS AND WOODWINDS CLASS** **1 semester hour**
Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring semester. 2-1-1.
- 248. MARCHING BAND TECHNIQUES** **1 semester hour**
Marching styles, problems of teaching marching, plotting halftime shows, and instruction in contest and parade participation. Spring semester of odd years. 1-0-1.
- 249. HANDBELLS** **1 semester hour**
Elementary techniques of playing handbells and of conducting handbell ensembles. Open to all students who have had one year of music theory or its equivalent. Spring semester of even years.-2-1.
- 255. INTRODUCTION TO ACCOMPANYING** **1 semester hour**
Introduction to vocal, choral, and instrumental accompaniment, including technical and musical instruction. Each student will accompany one performer during the semester. Spring semester of odd years. 1-1-1.
- 257. VOICE DICTION** **1 semester hour**
A survey guide to the diction of English, Italian, Ecclesiastical Latin, French and German with emphasis on technical exercises as they apply to vocal solo and choral music. Spring semester of even years. 1-1-1.
- 345. MUSIC EDUCATION SKILLS** **1 semester hour**
Provides background in theory and instrumental skills for classroom teachers. No previous experience necessary. Includes piano, autoharp chording, conducting, singing fundamentals, and recorder. 2-2-1.
- 346. MUSIC FOR THE CLASSROOM TEACHER** **3 semester hours**
Practical application of skills acquired in MUSC 345. Examination of basal music series and other music teaching methods. Expanded experience with instruments and actual teaching experience in local schools are included. Prerequisite: MUSC 345 or demonstration of proficiency. 3-0-3.
- 347. ELEMENTARY MUSIC EDUCATION** **2 semester hours**
Materials and methods for music specialists. Teaching and supervision of music programs for elementary schools, based on developmental knowledge of music concepts through musical activities. Fall semester. 2-0-2.
- 348. SECONDARY MUSIC EDUCATION** **2 semester hours**
Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music; instrumental and vocal classes, and job placement. Spring semester. 2-0-2.
- 349. INSTRUMENTAL METHODS AND LITERATURE** **2 semester hours**
The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, their literature and pedagogical techniques for beginning instrumentalists. Fall semester of even years. 2-0-2.

445. **CONDUCTING FUNDAMENTALS** 1 semester hour
An introduction to the fundamentals of conducting. Prerequisites: MUSC 105-106 or equivalent. Fall semester. 1-1-1.
446. **CHORAL CONDUCTING** 2 semester hours
Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Prerequisite: MUSC 445. Spring semester. 2-0-2.
447. **INSTRUMENTAL CONDUCTING** 1 semester hour
A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, technique (baton and instrumental), foreign terminology, score study and analysis. Prerequisite: MUSC 445. Spring semester. 1-0-1.
455. **PIANO PEDAGOGY** 2 semester hours
Methods and materials appropriate for private and group instruction of children or adults from beginners to intermediate level. Each student will teach one beginning piano student under supervision. Spring semester of even years. 2-1/2-2.
457. **VOCAL PEDAGOGY** 2 semester hours
A study of methods and materials for the teaching of private and class voice. Supervision of class participants in required teaching of private voice lessons. Fall semester of even years. 2-1-2.
459. **ORGAN PEDAGOGY** 2 semester hours
A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-0-2.

Sacred Music

465. **HYMNOLOGY** 3 semester hours
A study of church history and congregational worship music from A.D.700 through the contemporary period. Offered in the fall of even years. 3-0-3.
466. **CHURCH MUSIC ADMINISTRATION** 3 semester hours
Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Offered in the fall of odd years. 3-0-3.
467. **CHURCH MUSIC SEMINAR AND FIELD WORK** 3 semester hours
Philosophy, observation and participation in the administration of a church music program. May be taken only concurrently with or after completing Music 466. Offered in the Spring of even years. 1-4-3.

Performance Groups

(Freshmen and sophomores should register for the 100 number; juniors and seniors should register for the 300 number.)

- 170, 370. **CONCERT CHOIR** 1 semester hour each semester
A mixed touring chorus of select voices determined by auditions held in the Spring of the preceding school year. Open to all students of the university. 0-3-1, 0-3-1.
- 175, 375. **CHORALE** 1 semester hour each semester
A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches. Open to all students of the university without audition. 0-2-1, 0-2-1.

178, 378. OPERA THEATRE

1 semester hour each semester

Participation in operatic productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic literature. Open to all students, the director's approval is required before registering. 0-Production-1.

185, 385. SYMPHONIC BAND

1 semester hour each semester

The Symphonic Band is the main instrumental (wind) ensemble of the university. Emphasis is on the performance of quality wind literature. This is the mandatory ensemble for instrumental music majors, but non-music major participation is encouraged. 0-2-1, 0-2-1.

187, 387. PEP BAND

1 semester hour each semester

The Pep Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at athletic events. The Pep Band is open to all interested instrumentalists at the university. 0-3-1, 0-3-1.

186, 386. ORCHESTRA

1 semester hour each semester

A semi-professional orchestra open to all students of the university as well as residents of the community by audition. The orchestra is a member of the American Symphony Orchestra League. Approval of the director is required before registering. 0-2-1, 0-2-1.

Independent Study

491, 492. COMPOSITION PREPARATION I AND II

3 semester hours each semester

Required for Liberal Arts Majors (Composition Option). Prerequisites: Music 307, 308. 0-Preparation-3, 0-Preparation-3.

493, 494. TREATISE PREPARATION I AND II

3 semester hours each semester

Required for Liberal Arts Majors (Treatise Option). 0-Preparation-3, 0-Preparation-3.

495, 496. INDEPENDENT STUDY

3 semester hours each semester

Supervised study program in a field of special interest. Prerequisite: approval of department chair and instructor. 0-Independent Study-3, 0-Independent Study-3.

Theatre Arts

203. APPLIED THEATRE

1 semester hour

Participation in university production. (No more than 8 credits). 0-0-1.

205. SUMMER THEATRE WORKSHOP

3 semester hours

Directed theatre experience for five weeks each summer, available to high school students and to university students. The workshop culminates in at least one production; dates and plays are announced in the spring. 3-0-3.

240. ACTING I

3 semester hours

Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc. are explored with significant emphasis on improvisation. 3-0-3.

241. DIRECTING

3 semester hours

Basic principles of directing productions; requires experience in at least one previous production. 3-1-3.

242. STAGECRAFT

3 semester hours

Practical experience in costuming, scenery construction, makeup application, and lighting. 3-0-3.

Department of Foreign Languages and Literature

Chair: Professor Andrews

Professors: Morgan, M. Taylor

Associate Professors: A. Setzer, M. Lutz

Assistant Professor: Parsons

Instructors: Selph, Barreto

Goals and Objectives

The overall goals of the French and Spanish programs for majors are to graduate students who are:

- (1) proficient in listening to, reading, and writing the French or Spanish language;
- (2) knowledgeable about French/Spanish literature;
- (3) knowledgeable about French/Spanish culture and history; and
- (4) appreciative of the ways of a culture other than their own.

The objectives of the major in French or Spanish with teacher certification are to prepare teacher candidates to

- (1) understand all aspects of the French/Spanish language well enough to be able to explain and model the component skills for students;
- (2) teach French/Spanish literature so that it is meaningful to students and related to other areas of study such as history and geography;
- (3) teach French/Spanish culture in such a way as to help students develop a broadened world view and an appreciation of the varied cultures of the world;
- (4) plan, implement, and evaluate instruction in educationally sound ways; and
- (5) select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

A student may earn a Bachelor of Arts degree in French or Spanish. In addition to the major, a student may earn credits for teacher certification in French or Spanish. Students who have had two years of French or Spanish in high school may begin with an intermediate course (201, 211) if a satisfactory score is received on the placement test. A student may earn an Associate of Arts degree in American Sign Language.

French Major Requirements

A major in French normally requires French 303 and 304. The additional 24 hours may be selected in consultation with the major professor from French courses above the elementary level.

Required Minor

The required minor must be taken in one discipline other than the major.

Supportive Minor (Optional)

A student majoring in French may elect to complete a supportive minor in Spanish by completing 15 hours in courses numbered above 102.

French Major with Teacher Certification

A major in French with preparation for K-12 teacher certification shall complete the following courses: French 211, 303, 304, 305, in addition to 15 semester hours chosen from the following: 212, 301, 302, 306, 307, 308, 311, 312.

Other required courses for teacher candidates are: Psychology 302, Psychology 303, French 332 (methods/practicum K-6), French 335 (methods/practicum 6-9), and French 338 (methods/practicum 9-12).

Required Minor for French Major with Teacher Certification

The required minor consists of Education 201, 301, 316, 325, 440, and 450.

Spanish Major Requirements

A major in Spanish normally requires Spanish 303 and 304. The additional 24 hours may be selected in consultation with the major professor from Spanish courses above the elementary level.

Required Minor

The required minor must be taken in one discipline other than the major.

Supportive Minor (Optional)

A student majoring in Spanish may elect to complete a supportive minor in French by completing 15 hours in courses numbered above 102.

Spanish Major with Teacher Certification

A major in Spanish with preparation for K-12 teacher certification shall complete the following courses: Spanish 211, 303, 304, 305, in addition to 15 semester hours chosen from the following: 212, 301, 302, 306, 307, 308, 311, 312.

Other required courses for teacher candidates are: Psychology 302, Psychology 303, Spanish 332 (methods/practicum K-6), Spanish 335 (methods/practicum 6-9), and Spanish 338 (methods/practicum 9-12).

Required Minor for Spanish Major with Teacher Certification

The required minor consists of Education 201, 301, 316, 325, 440, and 450.

Minors offered by the Department

A minor in French requires any 15 hours in French. A minor in Spanish requires any 15 hours in Spanish. A minor in Classical Languages requires any 15 hours in Classical Language courses. A minor in Foreign Languages requires any 15 hours offered by the Department. A minor in Sign Language Studies requires any 15 semester hours in Sign Language Studies.

Teaching endorsement in Foreign Languages (Grades K-6)

French

A total of 22 hours is required for an endorsement in French, with 14 of them in upper-level courses. The following courses are recommended for the best preparation for teaching: French 211, 212, 301, 303 (or 307), 305, 332, 335. Substitutions may be made with the approval of the Department. Professional courses must include one course each in practicum/methods K-6 and 6-9.

Spanish

A total of 22 hours is required for an endorsement in Spanish, with 14 of them in upper-level courses. The following courses are recommended for the best preparation for teaching: Spanish 211, 212, 301, 303 (or 307), 305, 332, 335. Substitutions may be made with the approval of the Department. Professional courses must include one course each in practicum/methods K-6 and 6-9.

Sign Language Studies Associate Degree Requirements

The Associate in Arts degree requires 67 semester hours, including 32 in Basic Course Requirements, 33 in Sign Language Studies courses, and 2 in Dimensions.

Basic Course Requirements are as follows: English 101, 102; Religion 101, 102; Mathematics 105 or above, Psychology 201; History 101 (or 102); Sociology 201; Art 225 (or Music 225); Physical Education 101 and another activities course; Speech 280.

Required Sign Language Studies courses are 101, 102, 103, 112, 113, 114, 201, 202, 203, 211, 251, 252, 255. For students who plan to earn the associate degree, several of the Sign Language courses have required laboratories. A minor in Sign Language Studies requires any 15 hours in courses in Sign Language Studies.

Description of Courses

French

- 101,102 ELEMENTARY FRENCH I AND II 3 semester hours each semester**
3-1-3, 3-1-3.
- 201,202 INTERMEDIATE FRENCH I AND II 3 semester hours each semester**
Prerequisite: French 102 or satisfactory score on placement test. 3-1-3, 3-1-3.
- 211,212 INTENSIVE ORAL FRENCH I AND II 6 semester hours each semester**
Oral and written work in the language with emphasis on the spoken language.
Prerequisite: French 102 or satisfactory score on placement test. 6-4-6, 6-4-6.
- 300 ASPECTS OF FRENCH CULTURE AND LANGUAGE 3 semester hours**
Selected topics of Francophile culture, with an introduction to basic vocabulary and sound system. Conducted in English. No prior knowledge of French is required.
Does not count toward the major. 3-0-3
- 301,302 ADVANCED FRENCH GRAMMAR, COMPOSITION, AND CONVERSATION I AND II 3 semester hours each semester**
Oral and written work in the language with training in the acquisition of an active idiomatic French vocabulary. Prerequisite: French 202 or permission of Department. 3-0-3, 3-0-3.
- 303, 304 SURVEY OF FRENCH LITERATURE I AND II 3 semester hours each semester**
The literature of France from the Old French period to the present. Prerequisite: French 202 or permission of Department. 3-0-3, 3-0-3.
- 305,306 FRENCH CIVILIZATION I AND II 3 semester hours each semester**
French history and civilization from early times to the present. Prerequisite: French 102 or permission of Department. 3-0-3, 3-0-3.
- 307 SEMINAR IN 19TH CENTURY 3 semester hours**
Reading and discussion of selected works and literary movements. Extensive written and oral work in French. Prerequisite: Intermediate French or permission of Department. 3-0-3
- 308 SEMINAR IN 20TH CENTURY 3 semester hours**
Reading and discussion of selected works and literary movements. Extensive written and oral work in French. Prerequisite: Intermediate French or permission of Department. 3-0-3
- 311, 312 FRENCH CONVERSATION ABROAD I AND II 3 semester hours each semester**
Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3. Prerequisite: Intermediate French or permission of Department.
- 401, 402 READING AND RESEARCH I AND II 3 semester hours each semester**
Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the Department. 3-0-3, 3-0-3
- 495, 496 INDEPENDENT STUDY I AND II 3 semester hours each semester**
Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3. (Offered only for French majors.)

Greek

- 101, 102 ELEMENTARY NEW TESTAMENT GREEK I AND II** 3 semester hours each semester
A study of Koine Greek. 3-0-3, 3-0-3.
- 201, 202 INTERMEDIATE NEW TESTAMENT GREEK I AND II** 3 semester hours each semester
Prerequisite: Greek 102. 3-0-3, 3-0-3.
- 301,302 ADVANCED NEW TESTAMENT GREEK I AND II** 3 semester hours each semester
Selections in the Pauline Epistles. Prerequisite: Greek 202 3-0-3, 3-0-3.
- 495,496 INDEPENDENT STUDY I AND II** 3 semester hours each semester
Selections from all books of the New Testament. Prerequisite: Greek 302. 0-Independent Study-3, 0-Independent Study-3.

Biblical Hebrew

- 201, 202 ELEMENTARY HEBREW I AND II** 3 semester hours each semester
A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament. Prerequisite: Greek 102. 3-0-3, 3-0-3.
- 301, 302 INTERMEDIATE HEBREW I AND II** 3 semester hours each semester
The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old Testament. Prerequisite Hebrew 202. 3-0-3, 3-0-3.

Spanish

- 101, 102 ELEMENTARY SPANISH I AND II** 3 semester hours each semester
3-1-3, 3-1-3.
- 201, 202 INTERMEDIATE SPANISH I AND II** 3 semester hours each semester
Prerequisite: Spanish 102 or satisfactory score on placement test. 3-1-3, 3-1-3.
- 211, 212 INTENSIVE ORAL SPANISH I AND II** 6 semester hours each semester
Oral and written work in the language with emphasis on the spoken language. Prerequisite: Spanish 102 or satisfactory score on placement test. 6-4-6, 6-4-6.
- 300 ASPECTS OF SPANISH CULTURE AND LANGUAGE** 3 semester hours
Selected topics of Hispanic culture, with an introduction to basic vocabulary and sound system. Conducted in English. No prior knowledge of Spanish is required. Does not count toward the major. 3-0-3
- 301, 302 ADVANCED SPANISH GRAMMAR, COMPOSITION, AND CONVERSATION I AND II** 3 semester hours each semester
Oral and written work in the language with training in the acquisition of an active idiomatic Spanish vocabulary. Prerequisite: Intermediate Spanish or permission of Department. 3-0-3, 3-0-3.
- 303, 304 SURVEY OF SPANISH LITERATURE I AND II** 3 semester hours each semester
The literature of Spain from the Old Spanish period to the present. Prerequisite: Intermediate Spanish or permission of Department. 3-0-3, 3-0-3.

- 305 SPANISH CIVILIZATION I 3 semester hours each semester**
Spanish history and civilization from early times to the present. Prerequisite: Intermediate Spanish or permission of Department. 3-0-3.
- 306 SPANISH AMERICAN CIVILIZATION AND CULTURE 3 semester hours**
Spanish American history and civilization from colonial times to the present. Prerequisite: Spanish 202 or permission of Department. 3-0-3.
- 307 SEMINAR IN 19TH CENTURY 3 semester hours**
Reading and discussion of selected works and literary movements. Extensive written and oral work in Spanish. Prerequisite: Spanish 202 or permission of Department. 3-0-3
- 308 SEMINAR IN 20TH CENTURY 3 semester hours**
Reading and discussion of selected works and literary movements. Extensive written and oral work in Spanish. Prerequisite: Spanish 202 or permission of Department. 3-0-3
- 311, 312 SPANISH CONVERSATION ABROAD I AND II 3 semester hours each semester**
Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3. Prerequisite: Spanish 202 or permission of Department
- 401, 402 READING AND RESEARCH I AND II 3 semester hours each semester**
Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the Department. 3-0-3, 3-0-3
- 495, 496 INDEPENDENT STUDY I AND II 3 semester hours each semester**
Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.(Offered only to Spanish majors.)

Foreign Language Education

French

- 332,333,334 PRACTICUM/METHODS K-6. 1 semester hour each semester**
Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2
- 335,336,337 PRACTICUM/METHODS 6-9. 1 semester hour each semester**
Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2
- 338,339,340 PRACTICUM/METHODS 9-12. 1 semester hour each semester**
Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

Spanish

- 332,333,334 PRACTICUM/METHODS K-6. 1 semester hour each semester**
Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per

week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

335,336,337 PRACTICUM/METHODS 6-9.

1 semester hour each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

338,339,340 PRACTICUM/METHODS 9-12.

1 semester hour each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

Sign Language Studies

- | | | |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 101 | SIGN LANGUAGE I. | 3 semester hours |
| | An introduction to American Sign Language, syntax, vocabulary and the deaf community. 3-1-3 | |
| 102 | SIGN LANGUAGE II. | 3 semester hours |
| | A continuation of Sign Language I with additional emphasis on conversing in ASL. Prerequisite: SLS 101. 3-1-3 | |
| 103 | AMERICAN SIGN LANGUAGE III. | 3 semester hours |
| | A detailed course for those interested in interpreting. Students will acquire a large repertoire of vocabulary, including idioms and colloquialisms. Emphasis will be on both receptive and expressive skills and use of ASL with the deaf community. 3-1-3 | |
| 112 | ASL LAB | 1 semester hour |
| | Lab designed to enhance student's ASL vocabulary and reception skills. 0-2-1 | |
| 113 | SIGN-TO-VOICE LAB | 1 semester hour |
| | Students will study video tapes of signers to improve expressive skills, focusing on voice quality and register. 0-2-1 | |
| 114 | RELIGIOUS INTERPRETING LAB | 1 semester hour |
| | Lab focuses on development of expressive and receptive interpreting in a religious environment. 0-2-1 | |
| 201 | DEAF CULTURE | 3 semester hours |
| | An in-depth look of the culture of deaf people, including such aspects as language, values, beliefs, attitudes, and behavior. Prerequisite Psychology 201 or Sociology 201 or permission of the instructor. 3-0-3 | |
| 202 | FUNDAMENTALS AND THEORIES OF INTERPRETATION | 3 semester hours |
| | Topics covered are ethics, comportment, client-interpreter relationship, client's linguistic competency, interpreting as a profession, and professional organizations. Prerequisite SLS 103. 3-1-3 | |
| 203 | PRINCIPLES OF EDUCATIONAL INTERPRETING | 3 semester hours |
| | An introduction to the unique situations of educational interpreting. Topics include applying the Code of Ethics, working as an educational team, laws applying to mainstreaming and fundamentals of tutoring and note-taking. Co-requisite SLS 202. 3-0-3 | |
| 211 | ORIENTATION TO DEAFNESS | 3 semester hours |
| | An overview of deafness focusing on audiology studies, causes of deafness, education of the deaf, organizations serving the deaf, and laws pertaining to services to the deaf. 3-0-3 | |

- 251 INTERPRETING FOR SPECIAL POPULATIONS 3 semester hours**
Interpreting for clients with limited language (English and Sign) competency, the deaf-blind client, the Rochester Method user, the elderly deaf client, and the physically disabled signer. Students will observe interpreting in settings such as hospitals, police stations, and through role playing and video tapes. Prerequisite SLS 202. 3-0-3
- 252 SIGN IN APPLICATION 3 semester hours**
Selected focus per offering, such as the role of interpretation in a religious, dramatic, or civil setting. Emphasis is upon community awareness of and interaction with the deaf. Prerequisite SLS 202. 3-0-3
- 255 INTERPRETING PRACTICUM 3 semester hours**
Students will be required to complete a 200-hour practicum that will give them the opportunity to refine the skills learned in the program. With the guidance of the director, students will be placed in actual working situations. 0-work experience-3



Department of Health Education and Physical Education

Chair: Professor Hunt

Professors: R. Blackburn, Tubbs

Associate Professors: Chandler, Higy

Assistant Professors: Fish, N. Griggs, K. Jones, Miller,

Instructors: Anderton, Halford, Parker, Robertson, T. Setzer, Unsworth

The Department of Health Education and Physical Education offers a program to promote the total wellness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the department are:

- (1) to prepare persons for careers in health education and physical education,
- (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports and fitness, and
- (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

The department offers a Bachelor of Science degree in the following majors:

- (1) Physical Education,
- (2) Physical Education with Teacher Certification,
- (3) Health Education,
- (4) Health Education with Teacher Certification (Health Specialist).

Each regularly enrolled student is required to earn a minimum of two semester hours in physical education. One of the 100-level activity courses (Water Safety Skills and Fitness) is required of all students. The remaining one hour course must be selected from the 200-level activity courses (Lifetime Sports Skills). All physical education majors are expected to wear regulation uniforms which may be purchased in the Physical Education Office.

Students seeking teacher certification are required to obtain minimum scores on Core Batteries I and II on the National Teachers Examination (NTE). Other requirements include admission to teacher education, teacher education requirements, and student teaching requirements (See Department of Education).

Physical Education Major with Teacher Certification

The Basic Course Requirements must be satisfied.

A major in Physical Education with preparation for teacher certification (K-12) requires 42 semester hours of Health/Physical Education courses. Required courses are Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 406, 408, 409, Health 321, 422, and 3 health hours (400 level).

Minor

Physical Education majors (teacher certification) are required to complete a minor in professional education which includes Education 201, 301, 325, 450, Psychology 302 and 303 and PHED 432.

Additional Requirements

Biology 203 (Human Anatomy and Physiology I), Biology 204 (Human Anatomy and Physiology II).

Physical Education Major Requirements

The Basic Course Requirements must be satisfied.

A major in Physical Education requires 36 semester hours, including Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 408, 409, and Health 321 and 422.

Minor

Physical Education majors are required to complete any minor offered by the University.

Additional Requirements

Biology 204 (Human Anatomy and Physiology II).

Health Education Major with Teacher Certification (Health Specialist)

The Basic Course Requirements must be satisfied.

A major in Health Education with preparation for teacher certification (K-12) requires 42 semester hours, including Health 222, 223, 224, 319, 320, 321, 322, and 422. Twelve additional hours must be taken on the 400 level. Three elective hours are allowed in the major.

Minor

Health Education majors (teacher certification) are required to complete a minor in professional education which includes Education 201, 301, 325, 450, Psychology 302, 303 and PHED 432.

Additional Requirements

Biology 203 (Human Anatomy and Physiology I), and Biology 204 (Human Anatomy and Physiology II).

Health Education Major Requirements

The Basic Course Requirements must be satisfied.

A major in Health Education requires 30 semester hours, including Health 222, 223, 224, 319, 321, 322, 400, 401, 422, and 433.

Minor

Health Education majors are required to complete any minor offered by the University.

Additional Requirements

Biology 204 (Human Anatomy and Physiology II).

Minors Offered by the Department

A minor in Health Education requires 18 semester hours, including Health 222, 319, 321, 400, 401, 433.

A minor in Coaching requires 18 semester hours, including Physical Education 335, 336, 401, 406, 410, Health 222.

A minor in Athletic Training requires 18 semester hours, including Health 225, 327, 328, 422, and Physical Education 335 and 406.

Description of Courses

Physical Education Activity Courses

Water Safety Skills and Fitness

101.	SWIMMING/AEROBICS 0-2-1.	1 semester hour
102.	SWIMMING/JOGGING 0-2-1.	1 semester hour
103.	SWIMMING/SWIMMING 0-2-1.	1 semester hour
104.	SWIMMING/WEIGHT TRAINING 0-2-1.	1 semester hour

Lifetime Sport Skills

200.	FITNESS ACTIVITIES 0-2-1.	1 semester hour
201.	TENNIS AND BADMINTON 0-2-1.	1 semester hour
202.	TEAM SPORTS 0-2-1.	1 semester hour
203.	RECREATIONAL SWIMMING 0-2-1.	1 semester hour
204.	RECREATIONAL DANCE 0-2-1.	1 semester hour
205.	CONDITIONING AND WEIGHT-TRAINING 0-2-1.	1 semester hour
206.	GOLF AND BOWLING 0-2-1.	1 semester hour

207.	AEROBIC ACTIVITIES 0-2-1.	1 semester hour
208.	HANDBALL/RACQUETBALL 0-2-1.	1 semester hour
209.	SKIING 0-2-1	1 semester hour

Physical Education

211.	INTRODUCTION TO PHYSICAL EDUCATION An overview of the field of physical education with emphasis placed on history and on current issues related to the discipline. 3-0-3.	3 semester hours
235.	MOTOR LEARNING Study of basic concepts applicable to motor skill acquisition. Areas of study include variables effecting the learner (e.g., perception, attention, memory) and the learning environment(e.g., knowledge of results, practice, transfer of learning). 3-0-3.	3 semester hours
301.	SCHOOL ACTIVITIES Methods, materials and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education. A field experience is required.3-1-3	3 semester hours
302.	METHODS IN TEACHING SWIMMING AND LIFESAVING Red Cross Lifesaving and Water Safety Instructor certification. Will substitute for any 100 level requirement. 3-1-3.	3 semester hours
303.	INTRAMURALS Principles and ideas to effectively organize and administer intramural sports programs in various school settings. 2-1-2	2 semester hours
309.	OFFICIATING Theories and techniques , both general and sport specific, designed to orient the student to the field of sports officiating. 2-1-2.	2 semester hours
310.	OUTDOOR LIVING Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking and related basic wilderness survival skills. Fees may apply. 3-1-3.	3 semester hours
331.	CREATIVE MOVEMENT (K-12) Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. 3-0-3	3 semester hours
335.	KINESIOLOGY An examination of both the anatomical and mechanical factors related to human performance. 3-0-3	3 semester hours
336.	THEORY AND TECHNIQUES OF COACHING Examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. 3-0-3	3 semester hours
341.	THEORY AND TECHNIQUES OF TEAM SPORTS Methods, theories and techniques for teaching volleyball, softball, football, soccer and basketball on the K-12 level. 3-0-3	3 semester hours
342.	THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS Methods, theories and techniques for teaching tumbling and gymnastics, tennis, track and field, badminton and wrestling on the K-12 level. 3-0-3	3 semester hours

Department of Health Education and Physical Education / 125

401. **PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY** 3 semester hours
This course examines various psychological parameters which influence sport behavior and performance. 3-0-3
402. **ADAPTED PHYSICAL EDUCATION** 3 semester hours
The nature of physical education services administration and instructional processes; specific handicapping conditions, modification of activities, facilities, equipment and I.E.P.'s. A field experience is required. 3-1-3
406. **EXERCISE PHYSIOLOGY** 3 semester hours
A course designed to examine the human body's response to exercise. Topical areas include muscular adaptations, energy systems, environmental factors, nutritional guidelines, and various methods of physical training. 3-0-3.
408. **ORGANIZATION AND ADMINISTRATION OF HEALTH EDUCATION AND PHYSICAL EDUCATION** 3 semester hours
This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.
409. **TESTS AND MEASUREMENTS** 3 semester hours
The study of various tests and measurements used for assessment in health and physical education program, with special attention given to elementary statistical procedure, test administration and principles of grading. 3-0-3.
410. **PROBLEMS IN PHYSICAL EDUCATION AND ATHLETICS** 3 semester hours
Individual investigation and analysis of specific problems in physical education and athletics. 3-0-3.
432. **SECONDARY SCHOOL ACTIVITIES (METHODS OF TEACHING)** 3 semester hours
Methods, materials, theory, practice, and program development in physical education and health on the secondary level. (A prerequisite to student teaching in health or physical education.) 3-0-3.
- 495, 496. **INDEPENDENT STUDY** 3 semester hours each semester
Designed to enable a senior student to undertake a specific or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Health Education

221. **PERSONAL PERSPECTIVES OF HEALTH** 3 semester hours
A thorough study of the health problems of the individual, school, and community. 3-0-3.
222. **ADVANCED FIRST AID** 3 semester hours
Analysis and practice in emergency and temporary care of injuries and sudden illness. Includes Red Cross certification in Adult CPR. 3-0-3.
223. **SAFETY EDUCATION** 3 semester hours
An introduction to teaching safety education in the school with emphasis on planned participation, observation, and the concepts and theories of accident prevention. 3-0-3.
224. **NUTRITION** 3 semester hours
A course covering basic nutritional concepts including a study of weight control. Applications of nutrition in health education will be emphasized. 3-0-3.
225. **TECHNIQUES OF ATHLETIC TRAINING** 3 semester hours
An introductory course to the field of Athletic Training. The course will focus on treatment, disposition, and rehabilitation of athletic injuries. 3-1-3.
319. **COMMUNITY HEALTH** 3 semester hours
A course designed to study the individuals and processes involved in shaping local, state, and national health policies, as well as the delivery, utilization, and planning the health services in the U.S. 3-0-3.

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|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 320. | HEALTH EDUCATION
(EARLY CHILDHOOD, INTERMEDIATE) | 3 semester hours |
| | Methods and materials for classroom instruction in health and safety for the elementary teacher. A field experience is required. 3-1-3. | |
| 321. | HEALTH EDUCATION FOR TEACHERS | 3 semester hours |
| | Methods and materials for the classroom instruction in health and safety for the teacher. A field experience is required. 3-1-3. | |
| 322. | HELPING RELATIONSHIPS FOR HEALTH SCIENCE | 3 semester hours |
| | An introduction to using the skill models in effective human relations. Emphasis will be placed on understanding the mental health needs of individuals in the school, the home, and society. A field experience is required. 3-1-3. | |
| 327. | ATHLETIC TRAINING SEMINAR I | 3 semester hours |
| | This course will concentrate on the areas of evaluation and recognition of athletic injuries, counseling, and guidance. Prerequisite: HEA 225. 3-0-3. | |
| 328. | ATHLETIC TRAINING SEMINAR II | 3 semester hours |
| | The course will concentrate on rehabilitation and conditioning of athletic injuries and the modalities to treat such injuries. Prerequisite: HEA 327. 3-0-3. | |
| 400. | COMPREHENSIVE HEALTH EDUCATION | 3 semester hours |
| | A course designed to integrate and apply the principles of health education for grades K-12. Emphasis will be on content selection and methodologies appropriate for the total program. Selected current issues in health will also be a focal point. A field experience is required. 3-1-3. | |
| 401. | DRUG/ALCOHOL EDUCATION | 3 semester hours |
| | A study of the sociological, psychological and physiological aspects of drug and alcohol abuse as they impact upon the individual, family and society. 3-0-3. | |
| 402. | SEXUALITY/SEX EDUCATION | 3 semester hours |
| | A study of human sexuality education including comprehensive knowledge and sex education methodology for effective communication with children and youth. 3-0-3. | |
| 422. | FIRST AID INSTRUCTOR'S COURSE | 3 semester hours |
| | American Red Cross instructor's course designed to qualify students as American Red Cross Instructors in Standard First Aid and community Cardiopulmonary Resuscitation. 3-1-3. | |
| 431. | PROBLEMS IN HEALTH EDUCATION | 3 semester hours |
| | Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3. | |
| 433. | ORGANIZATION/ADMINISTRATION/
EVALUATION IN HEALTH SCIENCE | 3 semester hours |
| | A course designed to develop competencies in organizing, administering and evaluating a school health program. 3-0-3. | |
| 495, 496. | INDEPENDENT STUDY | 3 semester hours each semester |
| | Designed to enable a senior to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3. | |

Department of Mathematical Sciences

Chair: Professor W. Hoover

Professors: Chang, P. Jolley

Assistant Professors: Hart, J. Johnson

Instructors: Hoyle, Terrell

The objectives of this department are:

- (1) to help the student think so as to reach logical conclusions
- (2) to enable the student to have a more meaningful definition of mathematics as a result of postulational thinking
- (3) to assist the student in recognizing mathematics as the powerful tool for calculation
- (4) to prepare some students for teaching mathematics in elementary or secondary schools, or for further study
- (5) to introduce the student to the computer and its uses, and
- (6) to prepare some students to become computer programmers or computer analysts.

The department offers a Bachelor of Science degree in the following majors:

- (1) Mathematics
- (2) Mathematics with teacher certification, and
- (3) Mathematics/Computer Science Interdisciplinary Major.
- (4) The department has a dual-degree programs in Mathematics and Engineering with Auburn University and with UNC-Charlotte.

Mathematics Major Requirements

The Basic Course Requirements must be satisfied.

A major in Mathematics requires 30 semester hours of mathematics, including Mathematics 221, 222, 321, and 322. The remaining hours must be selected from courses numbered above Mathematics 210.

Required Minor

The required minor must be taken in one discipline outside the department.

Mathematics Major With Teacher Certification Requirements

The Basic Course Requirements must be satisfied.

A major in Mathematics with preparation for secondary (9-12) teacher certification requires 33 semester hours of mathematics and Computer Science, including Mathematics 221, 222, 302, 303, 304, 310, 321, 400, 404 and Computer Science 160. The remaining hours must be selected from Mathematics 311, 312 322, 370, 401, 403, 495, 496.

Required Minor

Required courses are Mathematics Education 432; Education 201, 301, 325, 440, 450; and Psychology 302, 303.

Mathematics/Computer Science Interdisciplinary Major Requirements

The Basic Course Requirements must be satisfied. A major in Mathematics/Computer Science requires 36 semester hours which include 21 semester hours in computer science and 15 semester hours in mathematics. Computer Science 201, 285, 360, 361 and 380 are required. The remaining computer science courses may be selected from Computer Science 411, 440 and 450. Mathematics 221, 222, 302, and 311 are required. The remaining mathematics course may be selected from Mathematics 321, 322, 370, 400, and 403.

Required Minor

The required minor must be taken in any discipline other than Mathematics, Computer Science, or Management Information Systems.

Dual-Degree Programs in Engineering

Gardner-Webb University has entered into an agreement with the School of Engineering at Auburn University and the School of Engineering at UNC-Charlotte to establish a Dual-Degree Program, whereby an undergraduate student will attend Gardner-Webb University for approximately three academic years and the School of Engineering at either Auburn University or UNC-Charlotte for approximately two academic years. After completing the academic requirements of the cooperating institutions, the student will be awarded a bachelor's degree from Gardner-Webb University in mathematics and an engineering bachelor's degree from either Auburn University or UNC-Charlotte.

Dual-Degree candidates will be eligible to seek the following Bachelor's degrees.

From Auburn University: Aerospace Engineering, Aviation Management, Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, Materials Engineering, Mechanical Engineering, Textile Chemistry, Textile Engineering, or Textile Management.

From UNC-Charlotte: Civil Engineering, Electrical Engineering, or Mechanical Engineering.

The Basic Course Requirements at Gardner-Webb University must be satisfied. In addition the student must complete any of the following courses that were not selected in the Basic Course Requirements: Chemistry 111, 112, Physics 203, 204, Economics 203, 204, and Psychology 201.

The major requires 30 semester hours including Mathematics 221, 222, 312, 322, 403, and Computer Science 201.

Required Minor

A student majoring in Engineering must complete a minor in a discipline from outside the Department of Mathematical Sciences.

Minors Offered By The Department

A minor in Mathematics requires 15 semester hours including Mathematics 221, 222, and 3 other mathematics courses excluding Mathematics 101, 204, 205, 219 and courses counted in the core.

A minor in Computer Science requires 18 semester hours including Mathematics 219 (or 221) and any 5 Computer Science courses.

Description of Courses

Mathematics

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|
| 100. | BASIC MATHEMATICAL SKILLS | 3 semester hours |
| A study of selected topics from arithmetic and algebra. (Counts as an elective; will not count toward Basic Course Requirements.) 3-0-3. (Fall-Spring) | | |
| 101. | SETS AND LOGIC | 3 semester hours |
| A study of sets, the operations of sets, logic and its application to mathematics. 3-0-3. (Fall) | | |
| 105. | ELEMENTARY STATISTICS | 3 semester hours |
| An introduction to statistical analysis with applications, hypothesis formulations and testing, and introductory principles of probability. 3-0-3 (Fall) | | |
| 110. | FINITE MATHEMATICS | 3 semester hours |
| A study of topics related to elementary matrix algebra, systems of equations, systems of inequalities, linear programming, and mathematics of finance with applications in the behavioral, managerial and social sciences. 3-0-3 (Spring) | | |
| 115. | COLLEGE ALGEBRA AND TRIGONOMETRY | 3 semester hours |
| A study of algebraic, trigonometric, exponential, and logarithmic functions and their applications. 3-0-3 (Spring) | | |
| 204. | MATHEMATICS FOR ELEMENTARY TEACHERS I | 3 semester hours |
| A study of real numbers, probability, statistics, geometry, and algebra and the use of the computer with emphasis on understanding the concepts needed to teach elementary mathematics. Prerequisite: Mathematics 101 or 105 or 110 or 115. 3-0-3 (Fall) | | |
| 205. | MATH FOR ELEMENTARY TEACHERS II | 3 semester hours |
| A study of logic, methods of proofs, problem solving, geometry and computers with emphasis on the concepts needed to teach elementary mathematics. Prerequisite: Mathematics 204. 3-0-3. (Spring) | | |
| 219. | CALCULUS FOR BUSINESS AND SOCIAL SCIENCES | 3 semester hours |
| A study of differentiation and integration with applications to business and the social sciences. Prerequisite: Mathematics 115 or permission of the department chair. A student cannot receive credit for both Mathematics 219 and 221. 3-0-3. (Spring) | | |
| 221. | CALCULUS AND ANALYTIC GEOMETRY I | 3 semester hours |
| A course study including the study of real functions and their graphs, slopes, limit, continuity, and derivatives with applications. A student cannot receive credit for both Mathematics 219 and 221. 3-0-3 (Fall) | | |

- 222. CALCULUS AND ANALYTIC GEOMETRY II** **3 semester hours**
The definite integral with applications, transcendental functions, trigonometric functions and their inverses, and techniques of integration. Prerequisite: Mathematics 221. 3-0-3. (Spring)
- 302. LINEAR ALGEBRA** **3 semester hours**
Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3. (Spring)
- 303. MODERN COLLEGE GEOMETRY** **3 semester hours**
Elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry. Prerequisite: Mathematics 222. 3-0-3. (Fall of Even Years)
- 304. HISTORY OF MATHEMATICS** **3 semester hours**
A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3. (Fall of Even Years)
- 310. NUMBER THEORY** **3 semester hours**
A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruences, and numerical functions. Prerequisite: Mathematics 205 or 221. 3-0-3. (Fall of Odd Years)
- 311. DISCRETE MATHEMATICS** **3 semester hours**
Elementary combinatorics, graph theory, Boolean algebra, tree building, mathematical induction, networks, and automata. Prerequisite: Mathematics 222. 3-0-3. (Fall of Odd Years)
- 312. INTERMEDIATE ANALYSIS** **3 semester hours**
Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3. (On demand)
- 321. CALCULUS AND ANALYTIC GEOMETRY III** **3 semester hours**
Infinite series, conics, polar coordinates, and vector geometry. Prerequisite: Mathematics 222. 3-0-3. (Fall)
- 322. MULTIVARIABLE CALCULUS** **3 semester hours**
Functions of several variables, multiple integration, and vector analysis. Prerequisite: Mathematics 321. 3-0-3. (Spring of even years)
- 370. NUMERICAL METHODS** **3 semester hours**
Numerical methods including interpolation and extrapolation, roots of equations, solutions of systems of equations, curve fitting and numerical integration. Prerequisites: Computer Science 201 and Mathematics 302, 321, 3-0-3. (Spring of odd years)
- 400. MATHEMATICAL STATISTICS** **3 semester hours**
A study in the theory of probability set functions, distributions of random variables and functions, estimations, testing of hypotheses, and analysis of variance and covariance. Prerequisite: Mathematics 105 and 321. 3-0-3. (On Demand)
- 401. INTRODUCTORY TOPOLOGY** **3 semester hours**
A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 321. 3-0-3. (On Demand)
- 403. DIFFERENTIAL EQUATIONS** **3 semester hours**
First order ordinary differential equations with applications. Prerequisite: Mathematics 321. 3-0-3. (On demand)
- 404. MODERN ABSTRACT ALGEBRA** **3 semester hours**
A study of algebraic structures including groups, rings, integral domains, and fields. Prerequisite: Mathematics 222. 3-0-3 (On demand)

495,496. INDEPENDENT STUDY

3 semester hours each semester

Prerequisite: Mathematics 222 and approval of the chair and Dean.

Mathematics Education

330. METHODS OF TEACHING MATH (K-8)

3 semester hours

Planning, teaching and evaluating mathematics in the elementary school. Supervised field experiences are required. (For elementary education majors only.) Prerequisite: Mathematics 204. 3-0-3. (Spring)

432. METHODS OF TEACHING (MATHEMATICS)

3 semester hours

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. Supervised field experiences are required. 3-0-3. (On demand)

Computer Science

160. INTRODUCTION TO COMPUTER CONCEPTS

3 semester hours

A general introduction of computer systems, structure, and operations using BASIC. 3-0-3 (Fall)

201. PASCAL PROGRAMMING LANGUAGE

3 semester hours

An introduction to programming, in Pascal, emphasizing the structured approach, top-down design, the design of algorithms, records, pointers and binary trees. Prerequisite: Computer Science 160 or permission of the department chair. 3-0-3. (Spring)

285. PROGRAMMING LANGUAGES

3 semester hours

Language syntax, processors, semantics, and styles using the C language and/or other major languages. Prerequisite: Computer Science 201. 3-0-3. (Fall)

360. ASSEMBLY LANGUAGE PROGRAMMING

3 semester hours

Fundamental programming techniques-assembly and machine languages. Prerequisite: Computer Science 201. 3-0-3. (Fall of even years)

**361. OPERATING SYSTEMS AND
COMPUTER ARCHITECTURE**

3 semester hours

Survey of computer operating systems. Batch processing, time sharing, multiprocessing, real time control, and disk operating systems. Prerequisite: Computer Science 360. 3-0-3. (Spring of odd years)

380. DATA STRUCTURES AND ALGORITHM ANALYSIS

3 semester hours

Basic structures, graphs, algorithm design and analysis, memory management, and system design. Prerequisite: Computer Science 201. 3-0-3 (On demand)

411. SOFTWARE DESIGN AND DEVELOPMENT

3 semester hours

Design techniques, model of structured programming, top-down design, structured design, code reading and correctness, step-wise refinement and organization. Prerequisite: Computer Science 201 or 285. 3-0-3. (On demand)

440. ARTIFICIAL INTELLIGENCE

3 semester hours

Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications. Prerequisite: Computer Science 201 or 285. (On demand)

450. COMPILER

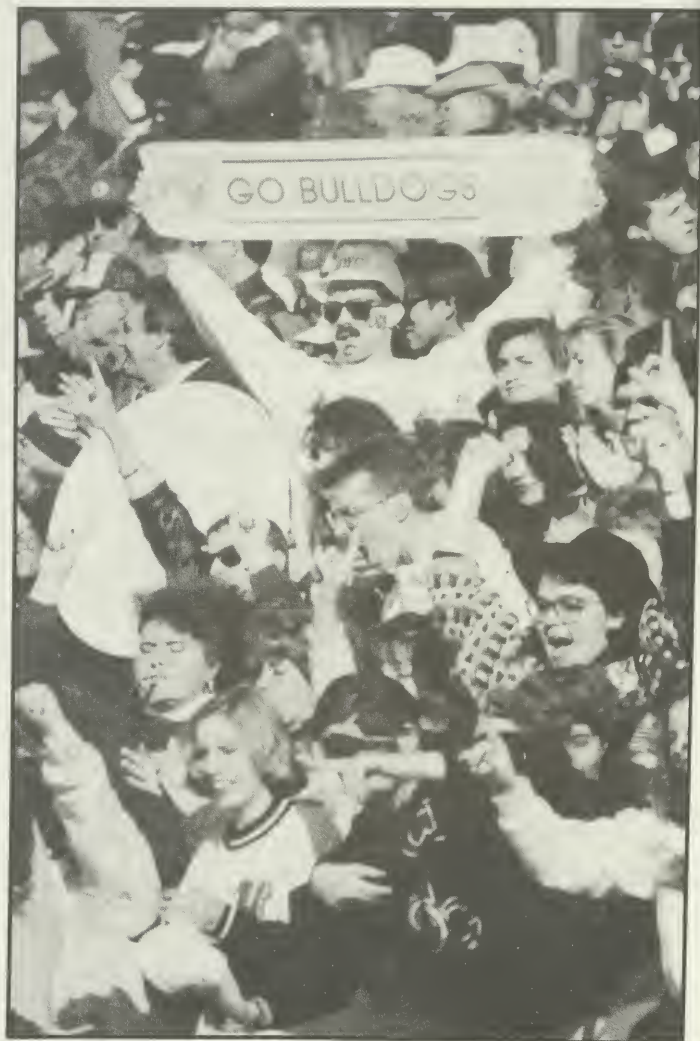
3 semester hours

Principles of construction of compilers and building operating systems. Prerequisite: Computer Science 361. 3-0-3. (Fall of even years)

495., 496. INDEPENDENT STUDY

3 semester hours each semester

Prerequisite: Approval of the chair and dean.



Department of Natural Sciences

Chair: Professor Parrish

Professors: L. Brown, Burkett, T. Jones

Instructors: English, Yon

Courses in the natural sciences help to develop understanding of and appreciation for the natural world, and prepare students for careers in teaching, industry, and research, or for graduate and professional study in several areas (agriculture, dentistry, medical technology, medicine, nursing, physician assistant, physical therapy, veterinary medicine).

The department offers majors leading to Bachelor of Science degrees in Biology and Chemistry. The student may also major in Biology or Chemistry with preparation for secondary (9-12) teacher certification.

Biology Major Requirements

Biology Majors are required to select two from the following. Mathematics 105, 115, 221. Those taking Math 105 and 115 are strongly recommended to take Math 221.

A major in Biology requires 30 semester hours in biology beyond Biology 101, including an animal science (Biology 201, 202, or 315), a plant science (Biology 207 or 320), a molecular science (Biology 301, 401, or 422), ecology (Biology 402), and 2 hours of seminar. Students who are planning to attend medical school are strongly urged to take Physics 201 and 202.

Supportive Minor

The supportive minor requires Chemistry 111, 112, 201, and 202.

Required Minor

The required minor may be met by any minor offered outside the Department of Natural Sciences, chosen in consultation with the faculty adviser.

Biology Major with Teacher Certification Requirements

A major in Biology with preparation for secondary teacher certification differs from the above as follows: Mathematics 115 or 105. Mathematics 221 is also required.

The student must choose either a chemistry or physical science supportive minor. A chemistry minor is recommended for those wishing to pursue an endorsement in chemistry.

Required Minor

The required minor consists of Education 201, 301, 316, 325, 401, 430, 440, and 450; and Psychology 302 and 303.

Other Requirements

Other requirements are Health 221 and 6 hours of literature.

Chemistry Major Requirements

To satisfy the natural science requirement of the Basic Course Requirements, the chemistry major must take Chemistry 111 and Biology 101. The mathematics requirement must be met by taking Mathematics 115 and 221.

A major in Chemistry requires 30 semester hours of chemistry above Chemistry 111 and 112. These courses will include organic, analytical, physical, and biochemistry, with independent study being elective. At least two semesters of chemistry seminar are required.

Supportive Minor

A supportive minor of 15 semester hours is required and includes Chemistry 112, Physics 201, 202, and approved electives.

Required Minor

A specific or cross discipline minor not directly related to the major is required, as approved by the faculty adviser.

Chemistry Major with Teacher Certification Requirements

A major in Chemistry with preparation for secondary teacher certification differs from the above in the required minor.

Supportive Minor

See above requirements.

Required Minor

The required minor consists of Education 201, 301, 316, 325, 401, 430, 440, and 450; and Psychology 302 and 303.

Other Requirements

Other requirements are Health 221 and 6 hours of literature.

Minors Offered by the Department

A minor in Biology requires 16 semester hours including Biology 101 and 402. The remaining hours must be selected from two of the following three categories: animal science (Biology 201, 202, 315), plant science (Biology 207, 210), and cellular biology (Biology 301, 401, 422).

A minor in Chemistry requires 16 semester hours consisting of Chemistry 111, 112, 201, 202.

A minor in Health Science requires 18 semester hours including Chemistry 103. The remaining hours must be selected from Biology 203, 204, 303, 310, 335.

A minor in Physical Science requires 16 semester hours consisting of Chemistry 111, Geology 101, Physics 201, and one of the following: Physics 202, Chemistry 112, Geology 102, Physics 104.

A Minor in General Science requires 16 semester hours above the core science requirement. The students will select four hours from each of the four areas available. Chemistry 103 or higher; Geology 101 or higher, Physics 103 or higher and any biology course numbered 200 or higher.

Description of Courses

Biology

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------|
| 101. | GENERAL BIOLOGY | 3 semester hours |
| Introduction to the principles of biology, including ecology, biological chemistry, cellular biology, genetics, reproduction, development. Does not meet core requirement without General Biology Lab 102. 3-0-3. F, S, Su-1. | | |
| 102. | GENERAL BIOLOGY LAB | 1 semester hour |
| Laboratory investigations in general biology. Accompanies Biology 101. 0-3-1. f,s, Su-1. | | |
| 104. | ENVIRONMENT | 4 semester hours |
| Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. 3-3-4 F,S,Su. | | |
| 105. | MICROBIOLOGY FOR THE HEALTH SCIENCES | 4 semester hours |
| A study of the biology of microorganisms with special focus on the organisms of human disease and on the techniques of microbiology that are appropriate to the health sciences. (Not for Biology majors.) 3-3-4 S | | |
| 201. | INVERTEBRATE ZOOLOGY | 4 semester hours |
| Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. F, odd years. | | |
| 202. | VERTEBRATE ZOOLOGY | 4 semester hours |
| Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. S, even years. | | |
| 203, 204. | HUMAN ANATOMY AND PHYSIOLOGY I AND II | 4 semester hours each semester |
| Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. (Not for biology majors except by permission of instructor.) Biology 203. 3-2-4, F, Su-1. Biology 204. 3-2-4, S, Su-2. | | |
| 206. | GENERAL MICROBIOLOGY | 4 semester hours |
| Introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. 3-3-4. F. | | |
| 207. | PLANT DIVERSITY | 4 semester hours |
| Systematic survey of the plant kingdom with emphasis on evolutionary changes in morphology, reproductive strategies, cellular development, and anatomy. 3-3-4. F. | | |

- 301. GENETICS** **4 semester hours**
 Study of principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. Prerequisite: Biology 101 or permission of instructor. 3-3-4. F.
- 303. ENVIRONMENTAL HEALTH** **3 semester hours**
 Study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data will be included. Not for biology majors. 3-0-3.
- 310. NUTRITION** **3 semester hours**
 Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Diets. 3-0-3. S, even years.
- 311. NUTRITION LABORATORY** **1 semester hour**
 0-3-1. S, even years
- 315. GENERAL AND COMPARATIVE ANIMAL PHYSIOLOGY** **4 semester hours**
 Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. Prerequisites: Biology 101 and one semester of organic chemistry. 3-3-4. F, even years.
- 320. PLANT SYSTEMATICS** **4 semester hours**
 Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. Prerequisite: Biology 207. 3-3-4. S, odd years.
- 335. PATHOPHYSIOLOGY** **3 semester hours**
 Study of alterations in normal body structure and function associated with various disease processes. Not for biology majors. 3-0-3. Offered on demand.
- 385, 386. PRACTICUM IN LIFE SCIENCES** **1 semester hour each semester**
 Practical experience in designing, setting up, and teaching laboratory. Recommended for all biology majors, particularly those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: approval of department chair and laboratory instructor(s). 0-6-1, 0-6-1. Offered by arrangement.
- 391, 392, 491, 492. BIOLOGY SEMINAR** **1 semester hour each semester**
 Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experiences in literature review and oral presentation. Juniors will enroll in 391 and 392, and seniors in 491 and 492. 1-0-1. F, S.
- 401. CELL BIOLOGY** **4 semester hours**
 Survey of cellular structure and function with emphasis on biochemical and physiological mechanisms. Techniques for investigating cells. Prerequisites: Biology 101 and Chemistry 202. 3-3-4. S, even years.
- 402. ECOLOGY** **4 semester hours**
 Study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. 3-3-4. F.
- 404. DEVELOPMENTAL BIOLOGY** **4 semester hours**
 Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Prerequisites: Biology 301 and Chemistry 201. 3-3-4. S, odd years.

- 405. TOPICS IN ADVANCED BIOLOGY** **3 or 4 semester hours**
 Study of specific areas in biology not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. Prerequisites: Biology 101 and permission of instructor. 3-3-4 or 3-0-3. Offered on demand.
- 411. IMMUNOLOGY** **4 semester hours**
 Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Prerequisite: Chemistry 202. 3-2-4. Offered on demand.
- 422. BIOCHEMISTRY** **4 semester hours**
 Survey of biologically important molecules; metabolism. Prerequisite: Chemistry 202 with minimum grade of C. 3-3-4. F.
- 495, 496. INDEPENDENT STUDY** **1 to 3 semester hours each**
 Individual work planned to meet the need and interests of qualified students. Time and credits by arrangement in semester prior to term in which work is done.

Chemistry

- 103. INTRODUCTORY CHEMISTRY** **4 semester hours**
 Recommended for nonscience and nursing majors. Emphasis on application of the basic principles of chemistry. Prerequisites: placement out of Mathematics 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 3-3-4. F, Su-2.
- 111. GENERAL CHEMISTRY I** **4 semester hours**
 Recommended for first-year science and mathematics majors. The first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, thermochemistry, gas laws, quantum theory of electronic structure, chemical bonding, and physical properties. Prerequisite: Mathematics, Advanced High School Algebra. (This course may not be used with Chemistry 103 to meet basic science course requirements.) 3-3-4. F.
- 112. GENERAL CHEMISTRY II** **4 semester hours**
 Continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates and kinetics, acids-base behavior, redox reactions, nuclear chemistry, and organic or inorganic reactions. Prerequisite: Chemistry 111 with minimum grade of C. 3-3-4. S.
- 201, 202. ORGANIC CHEMISTRY I AND II** **4 semester hours each semester**
 Comprehensive coverage of the reactions and structures of aliphatic and aromatic compounds. Laboratory involves typical compound preparations. Prerequisite: Chemistry 112 with minimum grade of C. Continuation in Chemistry 202 requires minimum grade of C in Chemistry 201. 3-3-4, 3-3-4. 201, F; 202, S.
- 301, 302. ANALYTICAL CHEMISTRY I AND II** **4 semester hours each semester**
 Classical and modern methods of chemical and instrumental analysis. Prerequisite: Chemistry 112; prerequisite or corequisite: Chemistry 201. 3-3-4, 301, F, even years; 302, S, odd years.
- 391, 392, 491, 492. CHEMISTRY SEMINAR** **1 semester hour each semester**
 Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. Each course 1-0-1. F, S.

- 401, 402. PHYSICAL CHEMISTRY I AND II** **4 semester hours each semester**
Application of laws of physics and mathematics to chemistry; emphasis on thermodynamics. Prerequisite: Mathematics 221. 3-3-4, 3-3-4. 401, F, odd years; 402, S, even years.
- 422. BIOCHEMISTRY** **4 semester hours**
(Please see under Biology.)
- 395, 396, 495, 496. INDEPENDENT STUDY** **1 to 3 semester hours each**
Individual work designed to meet the needs and interests of exceptionally qualified students. Juniors will enroll in 395 and/or 396, and seniors in 495 and/or 496. Time and credits (1-3 hours) by arrangement in semester prior to term in which work begun.

Geology

- 101. PHYSICAL GEOLOGY** **4 semester hours**
Survey of the distributions, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, and the use of geologic and topographic maps are considered. 3-2-4. F, S.
- 102. HISTORICAL GEOLOGY** **4 semester hours**
A survey of geologic history of the earth. Emphasis on plate tectonics and the evolution of life throughout geologic times. 3-2-4. S.
- 105. OCEANOGRAPHY AND METEOROLOGY** **4 semester hours**
Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical bases of the disciplines. 3-2-4.
- 405. TOPICS IN GEOLOGY** **3 or 4 semester hours**
Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest. 3-3-4 or 3-0-3. Offered on demand.

Science Education

- 330. SCIENCE METHODS** **3 semester hours**
Methods of teaching science (K-9). Planning, teaching and evaluation of science in the elementary school. For elementary education majors only. 3-0-3. S.

Physics

- 103. INTRODUCTORY PHYSICS** **4 semester hours**
A study of the elementary concepts of classical and modern physics, including measurement, basic mechanics, energy, thermodynamics, electricity and magnetism; optics and wave motion, and atomic and nuclear physics. Prerequisites: Background in college algebra strongly recommended. 3-2-4. F,S.
- 104. ASTRONOMY** **4 semester hours**
A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. Prerequisite: Background in college algebra strongly recommended. (The course will include some night time observing.) 3-3-4. F.

201, 202. GENERAL PHYSICS I AND II

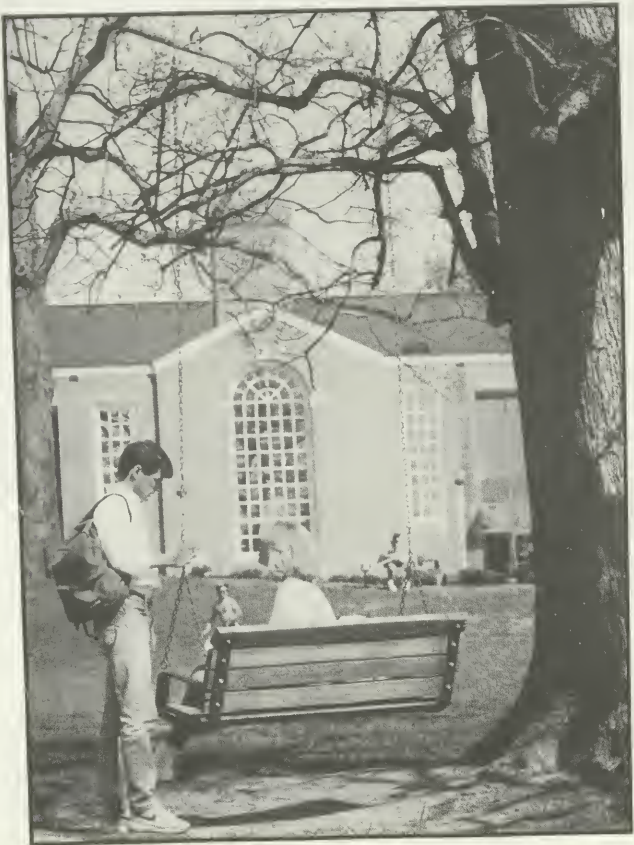
4 semester hours each semester

The study of basic classical mechanics, including Kinematics and dynamics of a variety of systems; the law of thermodynamics, the physics of matter; fundamentals of wave motion, including sound and physical and geometrical optics; basic electricity and magnetism; and atomic and nuclear physics, as well as other topics in modern physics. Prerequisites: Mathematics 103 and 104. 3-3-4, 3-3-4. F, odd years; S, even years.

203, 204. PHYSICS FOR ENGINEERS I AND II

4 semester hours each semester

The techniques of calculus will be applied to the topics listed under Physics 201, 202. Co-requisites: Mathematics 221, 3-3-4, 3-3-4. F, even years; S, odd years.





Nursing

Gardner-Webb offers two nursing degree programs. The associate degree nursing program is offered on the Boiling Springs campus. It accommodates both boarding and commuting students. As a program that prepares students for initial licensure as registered nurses, the associate degree program is approved by the North Carolina Board of Nursing. It is also accredited by the National League for Nursing.

The baccalaureate degree nursing program is offered through the Davis School of Nursing satellite campus which is based in Statesville, North Carolina (approximately 80 miles from the main campus). The baccalaureate degree program is designed for registered nurses who have completed either an associate degree or hospital diploma nursing program. Students who have just completed an associate degree or diploma program are eligible for immediate admission into the program provided that they meet other admission criteria. The Baccalaureate program accommodates commuting students only. The Davis School of Nursing baccalaureate program is accredited by the National League for Nursing.

Associate of Arts Degree (ADN)

Chair, Department of Nursing-ADN Program: Professor Toney

Assistant Professors: Caldwell, Hodge, Meilinger

Instructors: Beck, Cannon, Jones

Clinical/Laboratory Adjunct Instructors: Alexander, Bivens, Clark, Dorn, Johnson, LaBrecht, Little, Shope, White

The purpose of the associate degree nursing program is twofold: (1) to prepare graduates who provide competent, safe, effective nursing care to individuals throughout the life span and (2) to prepare graduates who continue personal and professional development consistent with health care trends.

A major in nursing leading to the Associate of Arts degree has the following requirements which total 70 semester hours:

- (1) The Basic Course Requirements include Biology 105, 203, 204, Psychology 201 and 206, English 101 and 102, Sociology 201, Religion 101 or 102, and Physical Education activity course (31 hours).
- (2) The Major Course Requirements include Nursing 101, 111, 112, 102, 103, 201, 202, 203, 204, 205, and 290 (38 hours).
- (3) DIMENSIONS, a university requirement (1 hour).

Biology 203 and 204 are pre- or corequisites to first year nursing courses; Psychology 201 and 206 are pre- or corequisites to Nursing 103 and 201. Biology 105 is a pre- or corequisite to second year nursing courses. All pre- or corequisites must be successfully completed before taking clinical nursing courses, or the student must be enrolled in them continually throughout the semester while taking the nursing courses. If a corequisite is dropped, the student must also withdraw from nursing courses. A minimum grade of C is required on all nursing and science courses.

A nursing class is admitted once a year for the fall semester. The program Admissions Committee considers applicants only after they have been admitted to the University. Using a competitive admissions policy, the best qualified applicants are selected from those who apply each year. Applications to the program should be received by March 4. Program admission criteria include the following:

- (1) Documentation of high school graduation or equivalent.
- (2) Minimum grade of C on high school or college algebra, chemistry, and biology. Anatomy and physiology or microbiology may meet the biology requirement.
- (3) SAT or ACT score if transferring less than 15 semester hours.
- (4) Achievement of one of these requirements:
 - (a) Minimum score of 800 on the SAT (minimum of 350 on both verbal and math sections) OR 18 on the ACT.
 - (b) Minimum of 12 semester hours of non-nursing courses in the nursing curriculum plan with at least a grade point average of 2.5 on 4.0 scale. College chemistry and college algebra may count as part of the 12 hours.
- (5) Satisfactory completion of Placement Tests in reading, math, and English for applicants with less than 15 semester hours college credit.
- (6) Satisfactory physical and mental health as documented on the University health form and other supplementary materials as indicated. Satisfactory health is defined as that which does not present a health hazard to the student, client, or others. It encompasses the emotional and physical ability to deliver safe, effective nursing care. Admission to the nursing program is conditional pending receipt of the health form which documents satisfactory health.

Prior to enrollment in nursing courses, students must show evidence of CPR certification and professional liability insurance. Details regarding insurance will be provided by the program. Conditions of admission must be maintained to enroll in the program.

Eligibility for licensure as a registered nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the **North Carolina Nursing Practice Act (1991)**. Note: all states have similar stipulations.

Advanced Placement

Advanced placement in the program may be earned through transfer of nursing courses or credit by examination. Challenge examinations are available for Nursing 101, 111, and 112. Challenge of other nursing courses may be permitted in special circumstances. Eligibility for challenging courses includes admission to Gardner-Webb and completion of similar courses in a non-college degree program.

Description of Courses

100

TRANSITION TO ASSOCIATE DEGREE NURSING

1 semester hour

Optional course for the Licensed Practical Nurse who has successfully challenged Nursing 101 and is pursuing the Associate of Arts degree in Nursing at Gardner-Webb. Emphasis is placed upon roles of the associate degree nurse, nursing care plan-

ning, health assessment, communications, caring. 1-0-1 (Full semester course, offered as needed).

- 101. BASIC CONCEPTS OF NURSING** **6 semester hours**
 Foundational course which introduces basic nursing concepts such as caring, human needs, the nursing process, and roles of the associate degree nurse. The student learns beginning skills used in nursing practice. Corequisites: NURS 111, 112. Pre- or corequisites: BIOL 203; PSYC 201. 4-6-6. (Full semester course)
- 102. BASIC CONCEPTS OF CLINICAL NURSING** **4 semester hours**
 Introduction to concepts of clinical nursing relating to gerontology, perioperative care, fluid and electrolyte imbalance, alterations in the immune system, disabling and chronic conditions, mobility and rehabilitation, oncology, and death and dying. Prerequisites: NURS 101, 111, 112; BIOL 203. Pre- or corequisites: BIOL 204; PSYC 206. 4-12-4. (Half-semester course)
- 103. PSYCHOSOCIAL NURSING** **4 semester hours**
 A study of nursing care needs of the person experiencing stress or altered patterns of behavior with a focus upon coping mechanisms, psychotherapeutic modalities, communication skills, and therapeutic relationships. Prerequisites: NURS 101, 102, 111, 112; BIOL 203, PSYC 201. Pre- or corequisites: BIOL 204; PSYC 206. 4-12-4. (Half-semester course)
- 111. PHARMACOLOGICAL CONCEPTS IN NURSING** **1 semester hour**
 Introduction to concepts, principles, and skills utilized in the computation and administration of medications, including major classifications of drugs. 1-0-1. (Full semester course)
- 112. NUTRITIONAL CONCEPTS IN NURSING** **2 semester hours**
 Introduction to basic food groups, nutritional constituents, nutritional needs throughout the life span, family/community nutrition, and diet therapy. 2-0-2. Also open to non-nursing majors. (Full semester course)
- 201. NURSING CARE OF THE CHILDBEARING FAMILY** **4 semester hours**
 A study of the roles of the associate degree nurse in health care of the mother, infant, and family during the normal and high-risk childbearing cycle. Prerequisites: NURS 101, 102, 111, 112; BIOL 203; PSYC 201. Pre- or corequisites: BIOL 203, 204; PSYC 206. 4-12-4. (Half-semester course)
- 202. NURSING CARE OF CHILDREN** **4 semester hours**
 A study of health care needs of children within the family unit, utilizing a human needs theory, the nursing process, nursing roles, and principles of growth and development. Prerequisites: NURS 101, 111, 112, 102, 201; BIOL 203, 204; PSYC 201, 206. Pre- or corequisite: BIOL 105. 4-12-4. (Half-semester course)
- 203. NURSING CARE OF ADULTS WITH SELECTED HEALTH PROBLEMS** **4 semester hours**
 A study of health care needs of the adult experiencing problems relating to digestion, elimination, metabolism and regulation, reproduction, vision and hearing. Prerequisites: NURS 101, 111, 112, 102, 103, 201; BIOL 203, 204; PSYC 201, 206. Pre- or corequisite: BIOL 105. 4-12-4. (Half-semester course)
- 204. NURSING CARE OF ADULTS WITH COMPLEX HEALTH PROBLEMS** **5 semester hours**
 A study of nursing care needs of the adult experiencing complex/critical health problems. Learning experiences are designed to aid the student in the transition from nursing student to registered nurse. Prerequisites: All other nursing courses; All BIOL and PSYC courses; Pre-or corequisites: all other general education courses. Corequisites: NURS 205, 290. 5-15-5 (Half-semester course)

- 205** **COMPUTER CONCEPTS IN HEALTH CARE** **1 semester hour**
Overview of computer technology in society with emphasis on its impact and role in health care and nursing; introduction to the computer, information storage and processing, and legal and ethical implications. Includes experience with computer technology on campus and in a clinical setting. Prerequisite course(s): None; elementary typing skills required. 2-0-1. Also open to non-nursing majors. (Full semester course)
- 290.** **ASSOCIATE DEGREE NURSING PRACTICE IN CONTEMPORARY SOCIETY** **3 semester hours**
A study of major trends and issues, organizations, legal, ethical, and sociopolitical influences, opportunities, and responsibilities related to the profession and practice of nursing by the associate degree graduate. Prerequisites: NURS 101, 111, 112, 102, 103, 201. All BIOL and PSYC courses; Pre- or corequisites: All other general education courses; NURS 202 and 203; Corequisites: 204, 205. 3-0-3. (Full semester course)

Davis School of Nursing-Bachelor of Science in Nursing (BSN) Statesville Campus

Chair, Davis School of Nursing-BSN Program: Professor Carlton

Professor: Nicholson

Assistant Professors: Cody, Stutts, Timpe

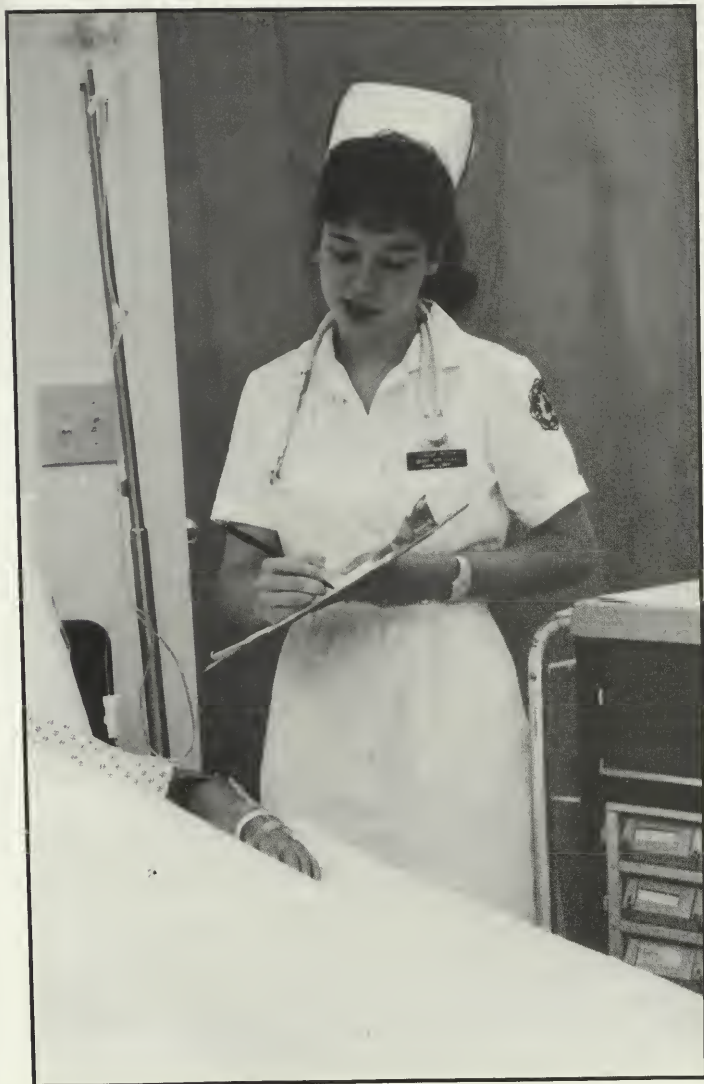
Adjunct Faculty: Benfield, Spears

The admission criteria and the degree requirements are listed in the Office of Special Studies GOAL Bulletin. Copies may be obtained from the:

Office of Special Studies
Gardner-Webb University
Boiling Springs, North Carolina 28017
Telephone: (704) 434-2361 or 1-800-253-6473

Other detailed information may be obtained by writing or calling to the following:

Davis School of Nursing
Gardner-Webb University
Statesville Campus
P.O. Box 908
Statesville, North Carolina 28687-0908
Telephone: (704) 872-3664





Department of Psychology

Chair: Professor Gaddis

Professor: Partin

Associate Professors: F. Brown, Wright

Instructors: B. Davis, Carscaddon

The Department of Psychology endeavors to develop within its students an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior and an appreciation of the dignity and complexity of persons.

A student may earn a Bachelor of Science degree in Psychology.

Psychology Requirements

A major in Psychology requires 36 semester hours of Psychology, including Psychology 201, 206, 397 and 441 (or 444). Fifteen hours, excluding Psychology 498, must be earned at the 400 level.

Required Minor

Psychology majors are required to complete a minor field selected from Religion, Business, Mathematics, Natural Science, Literature, Sociology, Computer Science, Foreign Language or other areas in consultation with the faculty adviser.

Minor in Psychology

A minor in Psychology requires 18 semester hours, including Psychology 201, 206, plus 12 additional hours. Six of these 12 hours must be at the 400 level. Psychology 280, which is included in the Basic Core Requirements, is not included in the minor.

Description of Courses

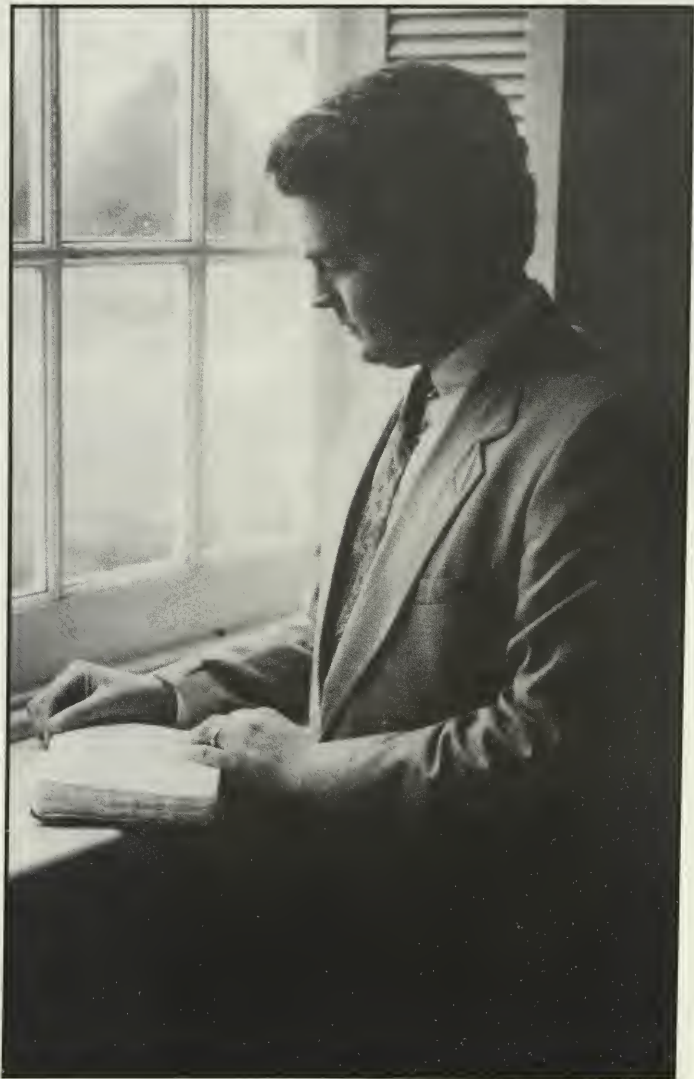
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| 201. | GENERAL PSYCHOLOGY | 3 semester hours |
| | A survey of psychology as the scientific study of behavior. The areas include learning, motivation, personality, measurement, the development process, social adjustment and the biological bases of behavior. This course is prerequisite to all other courses in Psychology, except Psychology 280. 3-0-3. (Does not apply to students in teaching preparation programs.) | |
| 206. | DEVELOPMENTAL PSYCHOLOGY | 3 semester hours |
| | The psychological evolution of the individual through the life span and effect of the bio-social field on this evolution. 3-0-3. | |
| 280. | PERSONAL ASSESSMENT AND ADJUSTMENT | 3 semester hours |
| | A study of psychological processes of adjustment in the lives of university students. 3-0-3 [part of Basic Core Requirements]. | |

- 301. CHILD PSYCHOLOGY 3 semester hours**
A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development. 3-0-3.
- 302. ADOLESCENT PSYCHOLOGY 3 semester hours**
The study of intellectual, emotional, physical and social maturation from puberty to early adulthood with emphasis on socio-cultural and economic influences as well as adjustment difficulties and communication with the adolescent. 3-0-3.
- 303. EDUCATIONAL PSYCHOLOGY 3 semester hours**
An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of socio-cultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined. 3-0-3.
- 305. PSYCHOLOGY OF PERSONALITY 3 semester hours**
A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3.
- 307. PHYSIOLOGICAL PSYCHOLOGY 3 semester hours**
An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory and learning. 3-0-3.
- 310. SOCIAL PSYCHOLOGY 3 semester hours**
A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity and leadership. 3-0-3.
- 374. PSYCHOLOGY OF RELIGION 3 semester hours**
A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3.
- 396. INTRODUCTION TO STATISTICS 3 semester hours**
An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference and hypothesis testing. 3-0-3.
- 397. EXPERIMENTAL PSYCHOLOGY 3 semesters**
An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data and stating conclusions. Prerequisite: Psychology 396 or permission of instructor. 2-2-3.
- 401. PSYCHOPATHOLOGY 3 semester hours**
Survey and analysis of the major mental disorders, interpretations and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3.
- 402. INTRODUCTION TO COUNSELING 3 semester hours**
The study of the basic theories of counseling integrated into a problem-management model. Prerequisite: Psychology 401 or permission of instructor. 3-0-3.
- 403. HUMAN BEHAVIOR IN ORGANIZATIONS 3 semester hours**
The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement and human relations. (See Management 403). 3-0-3.
- 405. PSYCHOLOGY OF THE EXCEPTIONAL STUDENT 3 semester hours**
A study of a wide range of exceptionalities manifested by children and adolescents in a school setting. Emphases are on appropriate instructional strategies and historical

and legal bases for dealing with exceptional students. Observational experiences are required. Prerequisite: Psychology 301 or 302. 3-0-3.

- 408. HISTORY AND SYSTEMS** **3 semester hours**
A study of the major systems and schools of psychology. 3-0-3.
- 412. PSYCHOLOGY OF AGING** **3 semester hours**
An introduction to the psychological, social and biological aspects of aging. 3-0-3.
- 425. CRISIS INTERVENTION COUNSELING** **3 semester hours**
Emphases are on death and dying, divorce, suicide, chemical dependency, rape and violence in the family. Supervised field experience is required. 3-0-3.
- 440. FAMILY COMMUNICATION** **3 semester hours**
A study of family communication systems. Emphases are on the role of self concept, perceptions and emotions, listening skills, nonverbal communication, conflict resolution and building intimacy in family systems. 3-0-3.
- 441. PSYCHOLOGY OF LEARNING** **3 semester hours**
A study of the major concepts of learning, experimental methods of studying learning phenomena and learning theory. Prerequisite: 9 hours of psychology or permission of the instructor. 3-0-3.
- 444. PSYCHOLOGICAL MEASUREMENT AND APPRAISAL** **3 semester hours**
An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes. 3-0-3.
- 491, 492, 493 SEMINAR IN PSYCHOLOGY** **1,2 or 3 semester hours**
Typical seminars are Psychology and Law and the Psychology of Women. Others are offered upon sufficient demand. 1-0-1, 2-0-2, 3-0-3.
- 495, 496. INDEPENDENT STUDY** **3 semester hours**
An in-depth research study for seniors majoring in psychology working under the guidance of the psychology department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course. Prerequisites: Approval of the professor, chair and Dean. 0-Independent Study-3, 0-Independent Study-3.
- 497, 498. INTERNSHIP IN PSYCHOLOGY I AND II** **3 semester hours each semester**
Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.





Department of Religious Studies and Philosophy

Chair: Professor Cullinan

Professors: L. Carson, Cook, Lamb, Murrell, Partain

Associate Professor: M. Lutz

Assistant Professors: Parsons, D. Proctor, Gregg

Instructor: Robinson

For each student enrolled in the University, the Department of Religious Studies and Philosophy offers an introduction to the Old and New Testaments. These introductions offer a survey of the history and faith of the communities out of which the texts emerge. They are intentionally placed in the context of a liberal arts education.

For students seeking a major, the Department of Religious Studies and Philosophy offers a major in Religious Studies with a choice of concentrations in either:

- (1) Religion
- (2) Education Studies
- (3) Biblical Languages and Literature

Each concentration presents a well-balanced course of study designed to acquaint each student with a variety of sub-disciplines and to nurture in each student disciplines appropriate for life-long learning and service.

Students seeking a minor with the Department of Religious Studies and Philosophy may choose one of five concentrations of study:

- (1) Biblical Studies
- (2) Christian History and Thought
- (3) Christian Education
- (4) Religious Studies
- (5) Biblical Languages and Literature.

Members of the Department of Religious Studies and Philosophy are committed:

- (1) to a life of scholarly exploration into our Judeo-Christian heritage.
- (2) to living lives which reflect the ideals and values of that heritage (including the worth of every person and our responsibility to be servants), seeking to follow the example of Jesus Christ.
- (3) to communicate the ideals and values of our Christian faith on campus and in the community.

Requirements for a Bachelor of Arts Degree with a Major in Religious Studies and Philosophy

The Minnesota Multiphasic Personality Inventory is administered to each student majoring in the department. This instrument provides the student the ability to look in a more intensive way at his/her personal strengths and weaknesses as they relate to ministry. The inventory and interpretation are offered each fall semester. Students are encouraged to take the MMPI during their Sophomore or Junior years. Students must complete the MMPI and have a conference before they can register for courses in the fall semester of their senior year.

Concentration in Religion

Core Curriculum

Other foreign languages are acceptable but Greek is highly recommended.

Major Course Requirements

Area I. Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, 307 and 3 hours from Religion 311, 312, 314, 316 or 317.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 327, 333 or 337.

Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 326, 341, 347 or 378.

Area IV. Related Disciplines. Select 3 hours from Religious Education 271, 371, 372, 373 or 375.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493 or 494.

Area VI. Select 9 hours from one or more of Areas I, II, III, IV, and V or Religion 251, 354, 495, Religious education 270, 374 or 401. Six hours of Greek or Hebrew language may apply toward the major after the Basic Core and supportive minor requirements are satisfied.

Area VII. Select 3 hours from Religious Education 397, Religion 397 or Religion 358.

Supportive Minor

The supportive minor requires:

- (1) Three hours of literature courses offered by the Department of English Language and Literature (other than core).
- (2) Six hours of language (Above the core requirement).

Minor

The student may choose:

- (1) a minor outside the Department of Religious Studies and Philosophy or
- (2) a cross-discipline minor with the approval of the faculty adviser.

Concentration in Biblical Languages and Literature

Core Curriculum

Within the basic course requirements a student seeking a major in Religion with a concentration in Biblical Languages and Literature should take Greek 101 and 102 as the core language requirement.

Major Course Requirements

- (1) Language requirements 18 hours
Greek 301 and 302. 6 hours
Hebrew 201, 202, 301 and 302. 12 hours
- (2) Literature requirements 9 hours Old Testament literature 6 hours from Religion 302, 303, 306 and 307. New Testament literature 3 hours from Religion 311, 312, 314, 316 and 317.
- (3) Senior Seminar 6 hours Religion 491 and 492.

Supportive Minor

- (1) English Literature 3 hours other than core.
- (2) Greek 201 and 202. 6 hours
- (3) Christian History and Thought 3 hours from Rel. 322, 323, 324, 325, 327, 333 or 337.
- (4) Choose 1: Religion 397, Religious Education 397 or Religion 358.

Minor

The student may choose:

- (1) a minor outside the Department of Religious Studies and Philosophy or
- (2) a cross-discipline minor with the approval of the faculty adviser.

Concentration in Education Studies

Core Curriculum

Other Foreign languages are acceptable but Greek is highly recommended.

Major Course Requirements

- Area I. Biblical Studies.** Select 6 hours: 3 hours from Religion 302, 303, 306 or 307 and 3 hours from Religion 311, 312, 314, 316 or 317.
- Area II. Christian History and Thought.** Select 3 hours from Religion 322, 323, 324, 325, 327, 333 or 337.
- Area III. Christianity and the World.** Select 3 hours from Religion 243, 246, 326, 341, 347 or 378.
- Area IV. Religious Education** 271.
- Area V. Senior Studies.** Religious Education 375 and 490.
- Area VI. Religious Education** 270, 372 and 373.
- Area VII.** 3 hours from Religious Education 397 or Religion 358.

Supportive Minor

The supportive minor requires:

- (1) Six hours of language (Above the core requirement)
- (2) Three hours of any literature courses offered by the Department of English Language and Literature (other than core)
- (3) Religious Education 371 and 374.

Minor

The student may choose:

- (1) a minor outside the Department of Religious Studies and Philosophy or
- (2) a cross-discipline minor with the approval of the faculty adviser.

Minors Offered by the Department

Biblical Studies

A minor in Biblical Studies requires 18 semester hours as follows: 9 hours upper-level Old Testament and 9 hours upper-level New Testament.

Christian History and Thought

A minor in Christian History and Thought requires 18 semester hours as follows: Religion 322, 325, 333, and either 493 or 494. The remaining 6 hours are selected from Religion 243, 246, 324, 326, 327, 337, 341 or 347.

Religious Education

A minor in Religious Education requires Religious Education 270, 271. Select four from: 371, 372, 373, 374, 375, 401, and 490.

Religion

A minor in Religious Studies requires the following 18 semester hours: 3 hours advanced Old Testament; 3 hours advanced New Testament; 3 hours selected from Religion 322, 323, 324, 326, 327, 333 or 337; 3 hours selected from Religion 243, 246, 341, 347 or 378; 3 hours Religious Education; and 3 hours additional advanced Religion (except 304 and 305).

Biblical Languages and Literature

(Select one option from A,B, or C)

Option A.

- 12 hours Greek and/or Hebrew (in addition to core)
- 3 hours Advanced Old Testament
- 3 hours Advanced New Testament

Option B.

- 12 hours Greek and 6 hours Hebrew (in addition to core)

Option C.

- 12 hours Hebrew and 6 hours Greek (in addition to core)

Description of Courses

Religion

- 101. INTRODUCTION TO THE OLD TESTAMENT** **3 semester hours**
An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel. (Credit may not be earned for both Religion 101 and Religion 304.) 3-0-3. offered each semester.
- 102. INTRODUCTION TO THE NEW TESTAMENT** **3 semester hours**
An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. (Credit may not be earned for both Religion 102 and Religion 305.) 3-0-3. offered each semester.
- 243. RELIGION AND MODERN EXPERIENCE** **3 semester hours**
An introductory study of the nature of religion, the relationship between religion and culture, and some of the significant philosophical questions inherent in religious thought. 3-0-3.
- 246. EASTERN RELIGIONS** **3 semester hours**
A historical study of the religions of the East and Middle East, especially Hinduism, Buddhism and Islam. 3-0-3.
- 251. BIBLICAL BACKGROUNDS** **3 semester hours**
A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.
- 302. THE SACRED WRITINGS** **3 semester hours**
A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.
- 303. OLD TESTAMENT PROPHETS** **3 semester hours**
A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.
- 304. OLD TESTAMENT SURVEY** **3 semester hours**
An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel. (Credit may not be earned for both Religion 101 and Religion 304.) 3-0-3.
- 305. NEW TESTAMENT SURVEY** **3 semester hours**
An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. (Credit may not be earned for both Religion 102 and Religion 305). 3-0-3.
- 306. OLD TESTAMENT THOUGHT** **3 semester hours**
The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.
- 307. STUDIES IN THE PENTATEUCH** **3 semester hours**
A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.
- 311. THE TEACHINGS OF JESUS** **3 semester hours**
A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.
- 312. LIFE AND LETTERS OF PAUL** **3 semester hours**
A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. **NEW TESTAMENT THOUGHT** **3 semester hours**
A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.
316. **THE WRITINGS OF JOHN** **3 semester hours**
A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.
317. **THE GENERAL EPISTLES AND HEBREWS** **3 semester hours**
A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.
322. **EARLY AND MEDIEVAL CHRISTIANITY** **3 semester hours**
A survey of the history of the Christian church to A.D. 1500. Prerequisite: History 101. 3-0-3.
323. **MODERN CHRISTIANITY** **3 semester hours**
Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.
324. **AMERICAN CHRISTIANITY** **3 semester hours**
A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.
325. **BAPTIST HERITAGE** **3 semester hours**
A study of the Baptists' story as well as those convictions and movements which have shaped their life. 3-0-3.
326. **CHRISTIAN MISSIONS** **3 semester hours**
A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions, and key issues in missions discussion. 3-0-3.
327. **THE RENAISSANCE AND REFORMATION ERA** **3 semester hours**
This is a period study of Europe, beginning with fourteenth century Italy, and concluding with the Puritan struggle in England. (Also listed as History 327.) 3-0-3.
333. **CHRISTIAN BELIEFS** **3 semester hours**
An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.
337. **PHILOSOPHY OF RELIGION** **3 semester hours**
An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, miracles, revelation, and the challenge of the religions of the world. (Also listed as Philosophy 337) 3-0-3.
341. **CHRISTIAN ETHICS** **3 semester hours**
A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. 3-0-3.
347. **JUDAISM** **3 semester hours**
A study of modern Jewish worship and festivals, also the religion and philosophy characteristic of the Judaic movement. 3-0-3.
354. **CHRISTIAN PREACHING** **3 semester hours**
Guided readings and practice in the preparation and delivery of effective sermons. Prerequisite: six hours of religion. 3-0-3.
358. **MINISTRY PRACTICUM** **3 semester hours**
An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. Prerequisite: approval of the department. 2-supervised experience-3.

- 378. AMERICAN RELIGIOUS GROUPS** **3 semester hours**
A study of the basic history and teachings of unorthodox American religious groups and how they compare and contrast with orthodox Christianity. Special emphasis will be given to the cult and occult phenomena as well as the electronic and mail order church. 3-0-3.
- 380. SELECTED TOPICS IN RELIGIOUS STUDIES** **3 semester hours**
- 397. PASTORAL INTERNSHIP** **3 semester hours**
A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: approval of instructor and department. 0-practical experience-3. offered each summer.
- 491. OLD TESTAMENT SEMINAR** **3 semester hours**
Through research and creative development, the course explores concepts such as faith, doctrine and religious experience in the Old Testament. 3-0-3.
- 492. NEW TESTAMENT SEMINAR** **3 semester hours**
Through directed readings, discussions and research, the course explores some of the major theological concepts in the New Testament. 3-0-3.
- 493. CHURCH HISTORY SEMINAR** **3 semester hours**
Through research and discussion, an in-depth study of some of the major personalities, institutions and periods of the history of the Christian church. 3-0-3.
- 494. CONTEMPORARY THEOLOGY SEMINAR** **3 semester hours**
A seminar consisting of directed readings, discussions and research with attention given to primary sources representative of theological investigation from Schleiermacher to the present. 3-0-3.
- 495. INDEPENDENT STUDY** **3 semester hours**
A course consisting of guided readings, independent research, conferences with the supervising professor, and the production of a final paper reflecting the student's synthesis of readings, research and conferences. The final paper shall become part of the holdings of the Dover Library. 0-Independent Study-3.

Religious Education

- 270. INTRODUCTION TO RELIGIOUS EDUCATION FOUNDATIONS** **3 semester hours**
An inquiry into the history, current trends, philosophy, and vocational possibilities of religious education as well as the history of Southern Baptist organizations of religious education. 3-0-3. offered each spring semester.
- 271. INTRODUCTION TO RELIGIOUS EDUCATION MINISTRIES** **3 semester hours**
Guided studies, observations, and practical experiences in the educational leadership in the church, including special study in the areas of personal and spiritual growth and development, church renewal, and vocational ministries. 3-1-3. offered each fall semester.
- 371. RELIGIOUS EDUCATION OF PRE-SCHOOLERS AND CHILDREN** **3 semester hours**
A study of the educational principles utilized in the religious education of pre-schoolers and children. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and the limitations of organizations and methods designed to teach them. 3-0-3. offered each fall semester
- 372. RELIGIOUS EDUCATION OF YOUTH AND ADULTS** **3 semester hours**
A study of the educational principles utilized in the religious education of youth and adults. Special emphasis will be given to the developmental characteristics of these

age-groups as well as the values and limitations of organizations and methods designed to teach them. 3-0-3. offered each spring semester

**373. RELIGIOUS EDUCATION FOUNDATIONS:
CHURCH ADMINISTRATION**

3 semester hours

A study of church polity, leadership, and administration with special attention given to organizational development theory and public relations. 3-0-3. offered each fall semester

374. PSYCHOLOGY OF RELIGION

3 semester hours

A study of the principles of psychology as related to religious experience designed to assist students in developing insight into one's own spiritual life. Prerequisite: Psychology 201. 3-0-3. offered each spring semester

375. ORGANIZATIONS AND CURRICULUM

3 semester hours

An introduction to the Southern Baptist organizations of religious education through a study of their functions, leadership, structure, and curricula. 3-0-3. offered each fall semester

397. RELIGIOUS EDUCATION INTERNSHIP

3 semester hours

A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-practical experience-3. offered each summer.

401. COUNSELING FOR CHURCH LEADERS

3 semester hours

A study of basic counseling techniques, such as referral, qualifications of the counselor, theories of personality, along with a consideration of basic counseling theories. Prerequisites: 6 hours of psychology. 3-0-3.

490. RELIGIOUS EDUCATION SEMINAR

3 semester hours

Guided reading, group discussion, and independent research offer the senior student the opportunity to study more deeply the scope of religious education ministry. Prerequisites: Religious Education 270 and senior standing. 3-0-3. offered each spring semester.

495. INDEPENDENT STUDY

3 semester hours

An in-depth study for seniors majoring in religious studies who wish to write a research project in the field of religious education under the guidance of a faculty member assigned by the department. Prerequisites: approval of the instructor and of the department. 0-independent study-3. offered by arrangement.

Philosophy

200. INTRODUCTION TO PHILOSOPHY

3 semester hours

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

337. PHILOSOPHY OF RELIGION

3 semester hours

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. 3-0-3. (Also listed as Religion 337)

361. HISTORY OF PHILOSOPHY I

3 semester hours

An introduction and survey of the thinkers and systems of thought which have influenced the development of Western philosophy from the Pre-Socratics through the thirteenth century. 3-0-3.

362. HISTORY OF PHILOSOPHY II

3 semester hours

An introduction and survey of the thinkers and systems of thought which have influenced the development of Western philosophy from the Renaissance through the Modern Period. 3-0-3.





Department of Social Sciences

Chair: Professor Eastman

Professors: G. Blackburn, Hambright

Visiting Professor: Strokanov

Associate Professor: Munoz

Assistant Professors: Ellington, Prim, Yelton

Instructor: Sain

The Department of Social Sciences accepts candidates for the Bachelor of Arts degree with a major in History, Social Science, and Sociology. The major purposes of the department are:

- (1) to prepare students for careers such as teaching and social work.
- (2) to provide a foundation for continued study in graduate or professional schools.
- (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to:

- (1) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society.
- (2) provide for in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines.
- (3) provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning.
- (4) instill in the student an awareness of the need for continuing education and professional development. Students seeking secondary social studies certification must meet requirements for admission and completion of the teacher education program as well as fulfill the specific departmental requirements for a major and for teacher certification which are listed below.

All students are required to complete a minor in a field of their own choice. Students choosing to seek teacher certification must minor in teacher education.

Requirements for Majors Offered in the Department

A major in History requires 30 semester hours of History beyond core requirements. As a part of the 30 semester hours, each student should have a minimum of 9 hours in American history and 9 hours in non-American history.

A major in Sociology requires 30 semester hours of Sociology including 201, 311, 330 and Psychology 396.

A major in Social Science requires 30 semester hours as follows: 6 hours each of history, political science, and sociology; 3 hours of economics; and 9 hours of courses at the 300 or 400 level in the social sciences.

Requirements for Minors Offered in the Department

A minor in History requires History 201 and 202 plus 12 additional hours of history beyond core requirements as approved by the faculty advisor.

A minor in Sociology requires Sociology 201 plus 15 additional hours of sociology as approved by the faculty advisor.

A minor in Political Science requires Political Science 201 and 202 plus additional hours of Political Science as approved by the faculty advisor.

A minor in Social Sciences requires History 201 and 202, Political Science 201 and 202, Sociology 201 plus one additional 3 semester hour course as approved by the faculty advisor.

A minor in Criminal Justice 410, 420, 430, 497; Sociology 411, Political Science 314, Management 400 and Health 401.

Teacher Certification Requirements

Any student majoring in History, Sociology or Social Sciences and wishing to complete requirements for teacher certification for secondary schools must complete a teacher education minor composed of the following courses: Education 201, 301, 316, 325, 440, 450; Psychology 302, 303 and Social Studies Education 432. Additional teacher education requirements include Health 221 and 6 hours of literature selected from two of three areas: English, American and world literature.

Description of Courses

Geography

101. **INTRODUCTION TO PHYSICAL GEOGRAPHY** 3 semester hours
The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.
102. **WORLD REGIONS** 3 semester hours
The study of physical and human geography of the various world regions. 3-0-3.

History

101. **SURVEY OF WESTERN CIVILIZATION I** 3 semester hours
Beginning with earliest times, the course covers the civilizations of Egypt, Mesopotamia, Greece, Rome, Medieval and Early Modern periods. Concludes with 1715. 3-0-3.
102. **SURVEY OF WESTERN CIVILIZATION II** 3 semester hours
Beginning with 1715, this course presents a perspective of the last three centuries of western history. 3-0-3.
201. **SURVEY OF UNITED STATES HISTORY TO 1877** 3 semester hours
This course attempts to survey the social, intellectual, economic, geographical and constitutional foundations of the United States. 3-0-3.
202. **SURVEY OF UNITED STATES HISTORY SINCE 1877** 3 semester hours
The purpose of this course is to survey the economic, social, political, geographic and international development of the United States from basically a rural society to an industrialized, urban world power. 3-0-3.

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------|
| 311. | MEDIEVAL EUROPE | 3 semester hours |
| An examination of the significant social, religious and political developments in the Medieval West from the fall of the Roman Empire through the fifteenth century. Special emphasis is given to the synthesis of Roman, Christian and Germanic values and institutions in the Medieval period. 3-0-3. | | |
| 315. | THE UNITED STATES DURING THE COLONIAL PERIOD | 3 semester hours |
| The purpose of this course is to examine the settlement of the American colonies and the development of the social, political, intellectual and international factors that formed the foundations of American civilization. 3-0-3. | | |
| 316. | HAMILTON, JEFFERSON AND JACKSON | 3 semester hours |
| The purpose of this course is to examine the beginnings of American Federalism and its political, social, economic and international context. 3-0-3. | | |
| 318. | CIVIL WAR AND RECONSTRUCTION | 3 semester hours |
| The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences. 3-0-3. | | |
| 319. | THE UNITED STATES IN THE TWENTIETH CENTURY | 3 semester hours |
| The purpose of this course is to examine the history of the United States in regard to events, movements, trends and the growth of the United States as a world power. The course also examines the influence of global economics and United States' diplomacy as a world power. 3-0-3. | | |
| 322. | EARLY AND MEDIEVAL CHRISTIANITY | 3 semester hours |
| A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. 3-0-3. | | |
| 323. | MODERN CHRISTIANITY | 3 semester hours |
| Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3. | | |
| 324. | AMERICAN CHRISTIANITY | 3 semester hours |
| A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3. | | |
| 327. | THE RENAISSANCE AND REFORMATION | 3 semester hours |
| An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. 3-0-3. | | |
| 331. | NINETEENTH CENTURY EUROPE | 3 semester hours |
| This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization. 3-0-3. | | |
| 332. | TWENTIETH CENTURY EUROPE | 3 semester hours |
| The course is designed to provide students with an in-depth understanding of the causes, course and impacts of the World Wars, Communism, Fascism/Nazism, the Cold War, the dream of European unity, decolonization and the emergence of an interdependent world and the collapse of Soviet hegemony in Eastern Europe on the political, social, economic, cultural, intellectual and diplomatic development of Europe. 3-0-3. | | |

- 345. NORTH CAROLINA HISTORY 3 semester hours**
A chronological study of the history of North Carolina from its colonial beginnings until the present. The state's problems and potential are carefully examined in the broader context of U.S. history. 3-0-3.
- 353. NON-WESTERN CIVILIZATIONS 3 semesters hours**
This is an examination of the development of African and Asian civilization with emphasis on the cultural and social impact of these civilizations on the present. 3-0-3.
- 362. HISTORY OF THE SOVIET UNION 3 semester hours**
An examination of the Soviet Union from the Bolshevik Revolution to gorbachev's perestroika, this course introduces the causes, course and impact of these events, plus the Civil War, Lenin, Stalin, the Second World War, the Cold War, Kruschev's reforms and Brezhnev's conservatism on Soviet political, social, diplomatic, cultural and intellectual history. 3-0-3.
- 380. MODERN GERMANY SINCE 1789 3 semester hours**
This course is a detailed examination of the political, social, economic, cultural, intellectual, diplomatic and military development of modern Germany. The German Question the debate over whether the German people can exist as a unified nation without seeking to dominate their neighbors, remains a constant theme throughout the course. Other key topics include liberalism, nationalism, industrialization, the World Wars, Nazism, the occupation and division of Germany, and unification and the broad impacts of these events and ideas. 3-0-3.
- 411. DIPLOMATIC HISTORY OF THE UNITED STATES 3 semester hours**
The purpose of this course is to examine the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada. 3-0-3.
- 412. HISTORY OF THE MIDDLE EAST 3 semester hours**
This course combines a topical and chronological approach. Much attention is given to the strategic importance of this area to the rest of the world, the religion and culture of the people, and the contributions this area has made to the world's culture. 3-0-3.
- 413. HISTORY OF AFRICA SINCE 1500 3 semester hours**
The general history of peoples and areas of Africa, the continent's wars of national liberation, European imperialism's effects, Soviet activities, and the importance of Africa's resources to the modern industrial world. 3-0-3.
- 414. HISTORY OF ENGLAND TO 1688 3 semester hours**
Study of English history from Roman Britain to the Glorious Revolution of 1688. Special emphasis on Anglo-Saxon England, the Norman Conquest, the Tudor Dynasty and the constitutional conflicts of the seventeenth century. 3-0-3.
- 415. HISTORY OF ENGLAND SINCE 1688 3 semester hours**
A study of English history from the Glorious Revolution to the Contemporary era. Attention will focus on institutional, political and social developments. 3-0-3.
- 417. EUROPEAN IMPERIALISM 3 semester hours**
A study of European imperialism from the nineteenth century to the post-1945 period of decolonization. The course will focus on imperial expansion, cultural interchange between Europe and the Third World and the creation of the global age. Special attention will concentrate on the impact of imperial relationships in Africa and Asia and the geography of the region. 3-0-3.
- 419. EUROPE SINCE 1945 3 semester hours**
A study of European history from the Second World War to the present. This course will examine economic developments, the evolution of European unity, domestic pol-

itics of the European states cultural and social change, and Europe's role in the Contemporary world. 3-0-3.

- 430. SPECIAL TOPICS: EUROPEAN HISTORY 3 semester hours**
A specialized study of various historical developments in European History. Topics will vary from semester to semester. 3-0-3.
- 431. SPECIAL TOPICS: AMERICAN HISTORY 3 semester hours**
A specialized study of various historical developments in American History. Topics will vary from semester to semester. 3-0-3.
- 495, 496. INDEPENDENT STUDY 3 semester hours each semester**
Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 0-Independent Study-3, 0-Independent Study-3.
- 497, 498. INTERNSHIP IN HISTORY 3 semester hours**
Three hours credit may apply to the student's major. Prerequisites: senior standing and department approval.

Political Science

- 201. INTRODUCTION TO POLITICAL SCIENCE 3 semester hours**
A basic course in political science dealing with the fundamentals of persons politically organized. 3-0-3.
- 202. UNITED STATES GOVERNMENT 3 semester hours**
A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.
- 304. STATE AND LOCAL GOVERNMENT IN THE UNITED STATES 3 semester hours**
A study of the problems of governmental relationships and administrative management in state, country, and municipal government. 3-0-3.
- 311. EUROPEAN GOVERNMENT AND POLITICS 3 semester hours**
A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.
- 314. JUDICIAL PROCESS 3 semester hours**
A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. 3-0-3.
- 315. CIVIL LIBERTIES 3 semester hours**
A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. 3-0-3.
- 320. CONSTITUTIONAL LAW 3 semester hours**
A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.
- 321. INTERNATIONAL RELATIONS AND WORLD POLITICS 3 semester hours**
An analysis of politics among nations with emphasis on the changing international setting in the 20th century as the Third World nations become key part of world politics. 3-0-3.
- 323. AMERICAN POLITICAL PARTIES 3 semester hours**
A study of the history, structure and function of parties in the American system of government. 3-0-3.

- 325. SOUTHERN POLITICS 3 semester hours**
An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation. 3-0-3.
- 333. THE PRESIDENT AND CONGRESS 3 semester hours**
A study of the executive and legislative branches of government in the U.S. with an emphasis on their political development and interaction. 3-0-3.
- 495. INDEPENDENT STUDY 3 semester hours**
Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 0-Independent Study-(1-3).
- 497, 498. INTERNSHIP IN POLITICAL SCIENCE 3 semester hours each semester**
Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

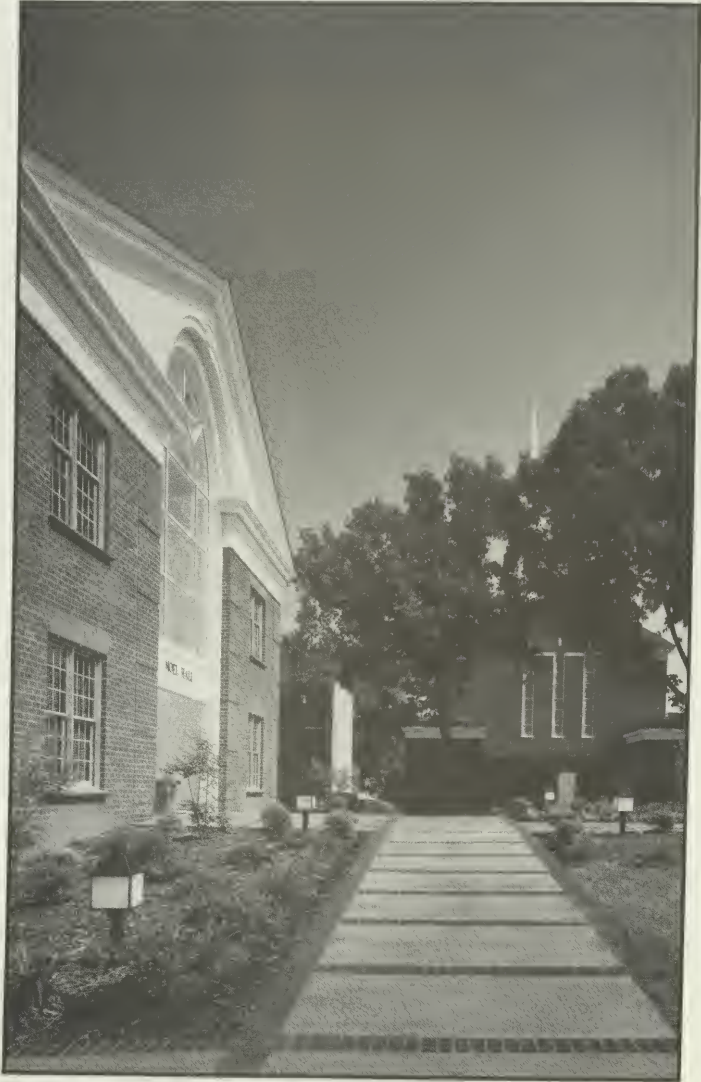
Sociology

- 201. INTRODUCTION TO SOCIOLOGY 3 semester hours**
An introduction to sociology, providing essentials for an understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.
- 202. SOCIAL PROBLEMS 3 semester hours**
An analysis of some of the major problems of personal and social disorganization in contemporary society upon causes, treatment, and prevention. 3-0-3.
- 203. MARRIAGE AND FAMILY 3 semester hours**
A study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife, and parents and children. While more attention is given to the American family, the family is studied in other parts of the world including Asia, Africa, Latin America, the Middle East and Europe. 3-0-3.
- 300. DEMOGRAPHY 3 semester hours**
A study of the changes in a population, how these changes occur and what impact these population changes have on geographical and economic systems. The course compares the American experience with lesser developed countries. 3-0-3.
- 310. SOCIAL PSYCHOLOGY 3 semester hours**
A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.
- 311. SOCIAL RESEARCH METHODOLOGY 3 semester hours**
The scientific method is applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.
- 313. SOCIOLOGY OF DEVIANT BEHAVIOR 3 semester hours**
An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. 3-0-3.
- 330. SOCIOLOGICAL THEORY 3 semester hours**
A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

- 331. PRINCIPLES OF SOCIAL WORK 3 semester hours**
An examination of the field of social work nature, scope, and functions of social work today, including public and private social agencies and institutions. 3-0-3.
- 340. SOCIAL CHANGE 3 semester hours**
An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. 3-0-3.
- 356. SOCIOLOGY OF RELIGION 3 semester hours**
Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.
- 396. INTRODUCTION TO STATISTICS 3 semester hours**
(See Psychology 396.) 3-0-3.
- 400. MINORITY GROUPS 3 semester hours**
A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. 3-0-3.
- 411. CRIMINOLOGY 3 semester hours**
An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.
- 421. THE COMMUNITY 3 semester hours**
A study of the structure and function of rural and urban communities, their institutions and problems. Differences between American communities and communities in other cultures will be examined. 3-0-3.
- 430. SPECIAL TOPICS: SOCIOLOGY 3 semester hours**
A specialized study of various sociological developments. Topics will vary from semester to semester. 3-0-3.
- 490. SOCIOLOGY SEMINAR 3 semester hours**
Independent research, guided readings and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology. 3-0-3.
- 497, 498. INTERNSHIP 3 semester hours each semester**
Three hours credit may apply to the student's major. Prerequisites: senior standing and departmental approval. 1-5-3, 1-5-3.

Social Studies

- 205. GLOBAL UNDERSTANDING**
This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course.
- 307. SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS 3 semester hours**
A study of the content, resources, and strategies in social studies education. This course includes examination of methods for planning, teaching, and evaluating history, geography, civics and other social studies. 3-0-3.
- 432. METHODS OF TEACHING SECONDARY SOCIAL STUDIES 3 semester hours**
This course will examine methods of teaching secondary social studies, including the formulation of instructional objectives, use of multiple resources, selection of appropriate strategies, and a variety of techniques for assessing and evaluating student progress. Supervised field experience will be included. 3-0-3.



Special Programs

The Bachelor of Science Degree with a Major in Medical Technology

Gardner-Webb University is affiliated with the Bowman Gray School of Medicine of Wake Forest University and with Carolinas Medical Center whereby students may earn the Bachelor of Science degree in medical technology.

Students must apply directly to the clinical facilities for admission in the first semester of the Junior year. Admission is granted by the clinical facilities based on university transcript, recommendations and personal interview conducted by the clinical facilities.

Students accepted by either of the clinical facilities will complete three years at Gardner-Webb with a minimum of 96 hours and the final year of study, a full calendar year, at the clinical facility. Transfer students must earn a minimum of 30 hours at Gardner-Webb before entering the clinical facility program. The degree will be granted by Gardner-Webb.

	Semester Hours
Degree Requirements	
BASIC COURSE REQUIREMENTS.....	48
The natural science requirement must be met by taking Biology 101, any upper level biology course, and Chemistry 111 and 112. Mathematics 115 is required and will satisfy the mathematics requirement.	
MAJOR.....	32
The program of medical technology at the Bowman Gray School of Medicine or the Carolinas Medical Center Hospital takes the place of the major.	
SUPPORTIVE MINOR	15
Biology 203, 204, 206, and 411.	
CROSS-DISCIPLINE MINOR.....	15
Mathematics 105 is required. Other courses will be selected from areas outside of natural science.	
OTHER REQUIREMENTS.....	8-23
Chemistry 201 and 202 are required. Physics 103, or 201/202, Biology 301 and 422 are recommended.	
ELECTIVES	0-8
DIMENSIONS.....	0-3
TOTAL	128

The Bachelor of Science Degree Leading to Certification as a Physician Assistant

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine. The student who enters the program will attend Gardner-Webb for the first three years and may then apply for admission into the Physician Assistant Program at Bowman Gray School of Medicine. After a two-year program at Bowman Gray the student will graduate with a baccalaureate degree from

Gardner-Webb University and will receive a Physician Assistant Certificate of graduation from Bowman Gray. Final certification as a physician assistant will be completed upon passage of an examination which is required by the state of North Carolina and most other states. The satisfactory completion of the examination satisfies the requirements for the student to be certified by the National Commission of Certification of Physician Assistants.

Entrance into the program at Bowman Gray requires that the student complete the Gardner-Webb requirements and have at least 1,000 hours or a minimum of six months of clinical experience that includes interactions with patients and some responsibility for their care. Optimally, the student should have two years or more of clinical experience before making application to the Bowman Gray phase of the program.

The Gardner-Webb requirements are designed to allow the student to enter the Physician Assistant Program or continue at Gardner-Webb and graduate with a degree either in biology or chemistry, depending on the interest of the student.

Semester Degree Requirements

	Hours
BASIC COURSE REQUIREMENTS	40-46
The social science requirements must be met by taking psychology and/or sociology. The mathematics requirement: Select two from Mathematics 105, 115, 221. Biology 101 and Chemistry 111 are required.	
MAJOR	32
The Physician Assistant Program at Bowman Gray School of Medicine takes the place of the major.	
SUPPORTIVE MINOR	17
Biology 203, 204, 206, 301, and 391 or 392.	
OTHER REQUIREMENTS	
Chemistry route: Chemistry 112, 201, 202, 422; Physics 201, 202, Mathematics 221,	27
Biology route: Chemistry 112, 201, 202, 422.....	16
ELECTIVES	2-23
DIMENSIONS	0-4
TOTAL	128

Physical Therapy

Gardner-Webb does not offer a program in physical therapy. However, students desiring to enter a physical therapy program may complete the basic curriculum requirements at Gardner-Webb for admission to a physical therapy program. Interested students should contact the university of choice directly. The basic courses for most university physical therapy programs include 8 hours each of chemistry, biology, physics and 3 hours each of algebra and statistics along with other university requirements. Successful applicants have average GPAs of 3.3 on a 4.0 scale.

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Faculty 1992-93

Mark K. Anderton, 1989,* Instructor in Health Education and Physical Education;
Assistant Football Coach

B.A., University of Tennessee at Martin; M.Ed., University of Mississippi.

- Charles S. Andrews, 1960, Professor of French and Spanish; Chair, Department of Foreign Languages and Literature
A.B., Wofford College; M.A., Emory University; Additional study, Sorbonne, University of Paris; Ph.D., Florida State University
- Doris V. Banner, 1970-1975; 1992, Professor of Education
A.A., Gardner-Webb University; B.S., M.A., Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Raquel Barreto, 1992, Assistant Professor of Spanish
B.A., Central Wesleyan College; M.A., Ohio University
- Rebecca J. Beck, 1991, Instructor in Nursing
A.S.N., Western Piedmont Community College; B.S.N., M.S.N., University of North Carolina at Charlotte
- Susan C. Bell, 1986, Assistant Professor of Art
B.A., Mary Baldwin College; M.A., Presbyterian School of Christian Education; M.A., University of South Carolina
- Carolyn A. Billings, 1979, Professor of Music
B.M., Salem College; M.M., University of Illinois at Champaign-Urbana; D.M.A., University of Missouri at Kansas City
- Gilmer W. Blackburn, 1968, Professor of History; Associate Vice President and Dean of Academic Affairs
A.A., Gardner-Webb University; B.A., M.A. Wake Forest University; Ph.D., University of North Carolina at Chapel Hill
- Robert R. Blackburn, 1958-1962; 1969, Professor of Health Education and Physical Education
A.A., Gardner-Webb University; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers
- Rudee D. Boan, 1987, Assistant Professor of Sociology
B.A., Lenoir-Rhyne College; M.Div., Ph.D., The Southern Baptist Theological Seminary
- A. Frank Bonner, 1987, Professor of English; Vice President for Academic and Student Affairs
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill
- I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University; Additional study, George Washington University
- John Brock, 1987, Visiting Professor of Fine Arts; Director of the Broyhill Academy
B.A., Mars Hill College; Additional study, University of North Carolina at Charlotte
- Joyce C. Brown, 1966, Professor of English; Chair, Department of English Language and Literature
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi; Additional study, Appalachian State University
- Leslie M. Brown, 1966, Professor of Biology
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- Barbara N. Burkett, 1979, Professor of Biology
B.S., North Carolina State University; Ph.D., Western Reserve University

- Jean M. Cabiness, 1991, Assistant Professor of Psychology; Director of International Student Programs
A.A., Gardner-Webb University; B.A., Wake Forest University; M.A., Appalachian State University
- Tracy T. Caldwell, 1992, Assistant Professor of Nursing
B.S.N., M.N., University of South Carolina
- Sue C. Camp, 1976, Associate Professor of Business Administration
B.S., Gardner-Webb University; M.A.T., Winthrop University; Additional study, University of South Carolina; Ed.D., University of Tennessee at Knoxville
- Sherilyn M. Cannon, 1991, Instructor in Nursing
B.S., Loma Linda University
- Janie M. Carlton, 1982, Professor of Nursing; Director, Davis School of Nursing in Statesville
B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University
- Wallace R. Carpenter, 1964, Associate Professor of Management Information Systems
B.S., M.A., Appalachian State University; Ed.S., Western Carolina University; Additional study, University of North Carolina at Chapel Hill; Western Carolina University
- David M. Carscaddon, 1990, Instructor in Psychology
B.A., University of North Carolina at Asheville; M.A., Morehead State University
- Benjamin B. Carson, 1991, Professor of Education; Chair, Department of Education
A.B., Catawba College; M.A., Furman University; Ed. D., University of Georgia
- R. Logan Carson, 1973, Professor of Religion
A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D., Drew University
- Gary L. Chandler, 1987, Associate Professor of Health Education and Physical Education
B.S., M.A., Appalachian State University, Ed.D., University of North Carolina at Greensboro
- Jeffrey (Chit-Fu) Chang, 1966, Professor of Mathematics
B.S., M.S., Western Illinois University; Ph.D., University of Georgia
- Deborah W. Cody, 1991, Assistant Professor of Nursing
B.S.N., M.S.N., University of North Carolina at Chapel Hill
- Alice R. Cullinan, 1974, Professor of Religious Education and Religion; Chair, Department of Religious Studies and Philosophy
B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary
- Benjamin F. Davis, 1985, Instructor in Psychology; Counselor
B.A., University of North Carolina at Charlotte; M.Div., Duke University
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B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi
- Lynda J. Eggleston, 1992, Instructor in English
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- Donna S. Ellington, 1988, Assistant Professor of History
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- Thomas R. English III, 1989, Instructor in Physics and Astronomy
B.S., Guilford College; M.S., University of Georgia
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- H. Woodrow Fish Jr., 1984, Assistant Professor of Health Education and Physical Education; Head Football Coach
B.S., M.A., Gardner-Webb University
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B.S., M.A., Appalachian State University; M.Ed., University of North Carolina at Charlotte; Ed.S., Western Carolina University; Ed.D., Virginia Polytechnic Institute and State University
- Nell S. Griggs, 1965, Assistant Professor of Health Education and Physical Education
A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional study, Western Carolina University; University of North Carolina at Charlotte; Gardner-Webb University
- Brenda F. Halford, 1990, Instructor in Health Education and Physical Education; Head Women's Basketball and Tennis Coach
B.S., M.S., Western Carolina University
- Barry E. Hambricht, 1969, Professor of History and Political Science; Assistant Dean of Academic Affairs
A.A., Gardner-Webb University; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina
- Johnnie C. Hamrick, 1982, Assistant Professor of Education
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- Patricia B. Harrelson, 1975, Assistant Professor of Music
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- Libby W. Hart, 1982, Assistant Professor of Mathematics and Computer Science
B.S., M.A., Appalachian State University; B.A., M.S., University of North Carolina at Charlotte
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A.A., Gardner-Webb University, A.B., Wofford College; M.B.A., University of South Carolina; Ph.D. Candidate, Clemson University
- Donald E. Herring, 1992, Instructor in Psychology
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Chair, Department of Health Education and Physical Education
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
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B.A., Furman University; M.A.T., University of South Carolina
- Wayne E. Johnson Jr., 1990, Instructor; Director of Residence Life
B.A., Mars Hill College; M.A., University of South Carolina
- Paul W. Jolley, 1962, Professor of Mathematics; Chair, Department of Mathematical
Sciences
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina at
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- Ellen D. Jones, 1992, Instructor in Nursing
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B.S., Methodist College, Fayetteville; M.S., Ph.D., North Carolina State University
- Lynn Carpenter Keeter, 1988, Instructor in English
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- Robert L. Lamb, 1962-77, 1979, Professor of Religious Education and Religion; Dean,
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B.A., Stephen F. Austin State College; M.A. in R.E., Ed.D., Southwestern Baptist
Theological Seminary; Additional study, Westminster Choir College; Baylor
University; University of Houston; North Carolina State University; Appalachian
State University

- Hye-Kyung Lee, 1992, Instructor; Catalog Librarian
B.A., Sung-Shim Women's University, Seoul, Korea; M.L.S., Kent State University
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- Melvin R. Lutz Jr., 1969, Associate Professor of Religion and Greek; Dean of Advising and Registration
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B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburgh ; Additional study, Duke University, University of Heidelberg
- Anthony I. Negbenebor, 1989, Assistant Professor of Economics
B.S., M.S., Ph.D., Mississippi State University
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- Gerald Robert Parnell, 1990, Instructor; Public Services Librarian
B.A., High Point University; M.L.S., University of North Carolina at Greensboro
- C. Sherman Parrish, 1970, Professor of Chemistry; Chair, Department of Natural Sciences
A.B., Berry College; Ph.D., University of Mississippi
- Valerie M. Parry, 1984, Assistant Professor; Head Librarian
B.A., Southampton College; M.S.L.S., Palmer Graduate Library School
- Robert T. Parsons Jr., 1989, Assistant Professor of Greek and Religion; School of Divinity
Fruitland Baptist Bible Institute; B.A., Gardner-Webb University; M.A., Ph.D. Candidate, Baylor University; D.Min., Southeastern Baptist Theological Seminary
- Jack G. Partain, 1983, Professor of Religion
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- Patricia W. Partin, 1988, Professor of Psychology and Education
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

- Phil D. Perrin, 1969, Professor of Music
B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary; Additional study, Westminster Choir College
- Stephen W. Plate, 1990, Associate Professor of Music; Director of Orchestra
B.M.E., Evangel College; M.M., D.M.A., University of Cincinnati
- Margaret V. Plowden, 1986, Assistant Professor of Education
B.A., Oglethorpe University; M.Ed., Georgia State University; Ed.S., Appalachian State University
- Gayle B. Price, 1991, Associate Professor of English; Learning Assistance Program Coordinator
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- G. Clinton Prim Jr., 1989, Assistant Professor of History; Honors Program Coordinator
B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., Florida State University
- Dan W. Proctor, 1969, Assistant Professor of Religion; Director of Administrative Computing
A.A., Southwestern Baptist College; B.A., Howard Payne College; B.D., Ph.D., Southwestern Baptist Theological Seminary
- Donna L. Robertson, 1991, Instructor in Health Education and Physical Education; Volleyball and Softball Coach
B.S., M.A., Gardner-Webb University
- M. Burdette Robinson, 1990, Instructor in Religion; Campus Minister and Director of Campus Ministries
B.A., University of North Carolina at Chapel Hill; M.Div., Southeastern Baptist Theological Seminary
- Stephen E. Sain, 1987, Instructor in History; Registrar
B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte; Ph.D. Candidate, University of South Carolina
- E. Jerome Scott, 1988, Assistant Professor of Business Administration; Associate Vice President and Dean of Student Development
A.A., Morristown Junior College; B.S., Carson-Newman College; M.A., Appalachian State University
- Barbara S. Selph, 1988, Instructor in Sign Language Studies
B.A., Maryville College; M.A., University of North Carolina at Charlotte
- M. Allen Setzer, 1965, Associate Professor of Spanish; Manager, Radio Station
A.B., Lenoir-Rhyne College; M.A.T., University of North Carolina at Chapel Hill; Additional study, University of New Mexico, La Universidad Interamericana (Mexico)
- R. Anthony Setzer, 1988, Instructor in Health Education and Physical Education; Head Men's Soccer Coach
B.S., Lander College; M.A., The Citadel
- Stanley R. Smedley, 1974-75; 1981, Professor of Business Administration and Sociology
A.A., Wesley College; B.S., Wittenberg University; M.S., North Carolina State University; M.B.A., Clemson University; Ph.D., Pennsylvania State University
- Brad Southard, 1992, Instructor in English
B.A., University of North Carolina at Charlotte; M.A., Appalachian State University

- William B. Stowe, 1965-68; 1969, Professor of English and Communications; Chair,
Department of Communication Studies
B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D.,
University of South Carolina; Additional study, University of North Carolina at
Chapel Hill
- Wanda C. Stutts, 1985, Assistant Professor of Nursing
B.S.N., M.S.N., University of North Carolina at Charlotte; Doctoral studies, University
of North Carolina at Chapel Hill
- C. Oland Summers, 1976, Professor of Fine Arts
A.B., M.A., Indiana State University; Ed.S., D.A., Ball State University
- James K. Taylor, 1964, Professor of English
B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana
University of Pennsylvania
- Brenda C. Terrell, 1990, Instructor in Mathematics
A.A., North Greenville Junior College; B.A., Lander College; M.A., Clemson
University
- Evan M. Thompson, 1982, Assistant Professor of Management; Dean of Special Studies
B.A., Warren Wilson College; M.A., Ed.S., Appalachian State University
- Shirley P. Toney, 1965-1990; 1992, Professor of Nursing; Director, Associate Degree in
Nursing Program
B.S., Wake Forest University; M.Ed., North Carolina State University; Ph.D.,
University of Texas at Austin
- Jeffrey L. Tubbs, 1982, Professor of Health Education and Physical Education
B.A., Bryan College; M.S., D.A., Middle Tennessee State University
- Ted W. Vaughan, 1991, Associate Professor of Communications
B.M.E., M.S., Ed.S., Indiana University; Ed.D., New Mexico State University
- M. Christopher White, 1986, Professor of Religion; President of the University
A.B., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D.,
Emory University
- John D. Whiteheart, 1982, Assistant Professor of Business Administration; Assistant Dean
of Special Studies
A.B., M.A., University of North Carolina at Chapel Hill; M.B.A., Western Carolina
University
- J. Matt Whitfield, 1992, Assistant Professor of Music; Director of Band
B.Mus., Murray State University; M.Mus., D.M.A., University of Alabama
- Richard M. Wince, 1990, Instructor in Health Education and Physical Education; Wrestling
Coach; Cross Country Coach
B.A., Mt. Union College; M.A., University of Akron
- David K. Yelton, 1990, Assistant Professor of History
B.A., Appalachian State University; M.A., Ph.D., University of North Carolina at
Chapel Hill
- Robert Yon, 1992, Instructor in Biology
B.S., Clemson University; M.S., Medical University of South Carolina

Part-time Faculty

- Elizabeth S. Bennett, 1976, Instructor in Piano and Organ
B.C.M., Furman University; M.C.M., The Southern Baptist Theological Seminary
- Freida F. Brown, 1985, Associate Professor of Psychology
B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Louisville
- Nan F. Gregg, 1975, Instructor in Voice
B.M., Westminster Choir College; Additional study, Long Island University, Hofstra University
- Linda W. Johnson, 1991, Instructor in Nursing
B.S.N., Clemson University

Emeriti

- Garland H. Allen, 1961, Professor Emeritus of Religion and History
- Deck W. Andrews, 1962, Professor Emeritus of Business
- Pervy A. Cline, 1966, Associate Professor Emeritus of Ancient Languages and Literature
- Barbara J. Cribb, 1969, Associate Professor Emerita of Education and Art
- George R. Cribb, 1969, Professor Emeritus of Music
- Robert L. Decker, 1970, Professor Emeritus of Music
- Dorothy Washburn Edwards, 1946, Registrar Emerita
- Nettie R. Gidney, 1945; 1953, Professor Emerita of Voice
- M. Lansford Jolley, 1957, Professor Emeritus of Social Science
- D. Doris Jones, 1956, Associate Professor Emerita of Sociology
- Betty H. Logan, 1957, Associate Professor Emerita of Business
- Abbie Miller Mitchell, 1937, Professor Emerita of Music
- F. Thirlen Osborne, 1957, Professor Emeritus of English
- Launita E. Proctor, 1969, Professor Emerita of Health Education and Physical Education

Administrative Officers and Staff

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Alma Mater

Hammett-Hammett

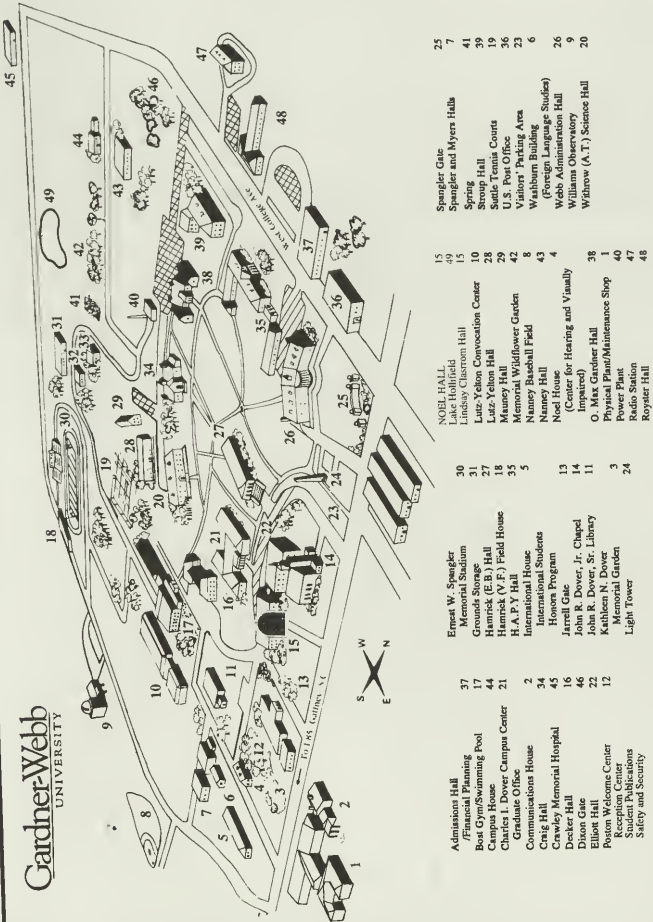
At the foot of the mountains
Is our College; proud she stands,
Serving all who want her service,
Blessing all with outstretched hands.

With our hands we will serve thee,
Gardner-Webb, our College fair;
In our love we will uphold thee;
Our wealth we'll gladly share.

Chorus

Alma Mater, Alma Mater,
We sing our love to thee;
We pledge our hearts in deep devotion
Our love, our faith, eternally

MAP OF CAMPUS



COMMUNICATIONS WITH GARDNER-WEBB UNIVERSITY

This bulletin contains pertinent information about Gardner-Webb University, its philosophy, policies, regulations and course offerings. All students and prospective students are urged to read it carefully.

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